DOCUMENT RESUME

ED 031 345 24 RC 003 561

Proceedings, National Conference on Educational Opportunities for Mexican Americans (Austin, Texas, April 25-26, 1968).

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-8-0502

Pub Date 68

Grant-OEG-7-8-000502-0061

Note-118p.

EDRS Price MF-$0.50 HC-$6.00

Descriptors-Bilingual Education, Children, *Conferences, *Demonstrations (Educational), Educational Legislation, *Educational Opportunities, *Educational Problems, Equal Education, Federal Aid, *Mexican Americans, Migrant Education, Urban Education

The primary objectives of the National Conference on Educational Opportunities for the Mexican American were: (1) to stress the areas of special needs for the Mexican American child in education in order to give priorities in the development of any program at the local level; (2) to present demonstrations of exemplary ways some schools and organizations are solving Mexican American educational problems; and (3) to review and discuss recent legislation relating to the education of the Mexican American. Various groups presented demonstrations on bilingual education, migrant education, and urban education. Addresses were presented by prominent men in the field of education and related discussion sessions were held. Appended are a copy of the program and a brief evaluation of the conference. (RH)

Proceedings: National Conference On Educational Opportunities For Mexican Americans

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Proceedings

# National Conference
# on
# Educational Opportunities
# for
# Mexican Americans

April 25—26, 1968

Austin, Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Sponsored By

The U. S. Office of Education

In Association With

The Southwest Educational Development

Laboratory

Edited and Published By

Southwest Educational
Development Laboratory

Austin, Texas

Edited and Published By

Southwest Educational
Development Laboratory

Austin, Texas

THE ACTIVITIES REPORTED HEREIN WERE CONDUCTED
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LABORATORY PURSUANT TO A GRANT FROM THE U. S.
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# Preface

This National Conference on Education Opportunities for Mexican Americans was an historic occasion, not only because it was the first of its kind, but also because we did not discuss the problems of the Mexican American. Rather, the conference dealt with the opportunities available to education to help remedy its failure in educating the Mexican American child.

In the planning of this conference, the sponsoring groups agreed that we should stress the areas of special needs for the Mexican American child in education in order to give priorities in the development of any program at the local level.

Concurrently with the discussion of priority needs you had an opportunity to observe and discuss current programs which are attempting to meet those special needs. During the two days you had an opportunity to evaluate the effectiveness of these programs and whether they might be applicable to your own school district or community.

Another very important facet of this conference was the change to review and discuss current state and federal legislation affecting the education of the Mexican American child. With the passage of the Bilingual Act at the federal level, and the changes in state laws allowing instruction in Spanish, a though analysis was imperative. We not only discussed this special legislation for Mexican Americans, but other previous legislation affecting education.

In conclusion, I only wish to stress that even though I am positive you found this conference both stimulating and imformative, the main challenge is with you, the participants. Because no matter how exciting the legislation and exemplary the programs demonstrated, if they do not affect the individual school district and community they are of no value. Therefore it becomes imperative that you, the participants, make a commitment to carry the message since you are the link between this conference and where "the action is."

In the final analysis, the success of this conference can be measured only by the effect it has on the local school district, our local community, and the individual institution.

Thank you for attending and let's get to work!

**Miguel Montes,** Chairman
National Advisory Committee
on Mexican American Education

# Foreword

The National Conference on Educational Opportunities for the Mexican American sought to bypass the too-usual pursuits of conferences—the defining and analyzing of problems. Instead of spending time "recognizing" the educational dilemmas of the Mexican American, we sought to present demonstrations of exemplary ways some schools and some organizations are going about solving the problems.

During the 37 hours of the conference, this self-imposed assignment was adhered to, beginning with Commissioner Harold Howe's blueprint: "If we are to achieve . . . new respect for diversity and . . . interest in preserving other cultures and languages as part and parcel of building America, there will have to be changes in our schools, and change requires two elements—leadership and money," and ending with Senator Ralph Yarborough's ringing challenge for America to make education **the** national priority.

These **Proceedings** of the conference reflect the pragmatic nature of the sessions themselves—the concern of the conferees to find better ways to educate Mexican American boys and girls. The presentations take account of the richness of the Mexican Americans' cultural heritage and the valuable asset of the Spanish language, without forgetting the problems born of poverty, mobility, and past failures to capitalize on the language and cultural strengths.

This volume of **Proceedings** and companion filmstrips produced as an outgrowth of the conference are designed to keep alive the enthusiasm and resolution of the conference and further spur those who work with Mexican American learners to renewed activity and dedication.

**Edwin Hindsman**
Executive Director
Southwest Educational Development
Laboratory

**Armando Rodriguez, Chief**
Mexican American Affairs Unit
U. S. Office of Education

# Cowboys, Indians, And American Education

An Address By
**Harold Howe II**
U.S. Commissioner of Education

**SOME YEARS** ago, the *New Yorker* published a cartoon showing an Indian father sitting inside his teepee and reading a bedtime story to his son. The particular line he read was this: "And just then, when it appeared that the battle was lost, from beyond the hills came the welcome sound of war-whoops."

**THE PUNCH-LINE** loses in translation from printed to spoken word, of course, and it was much funnier in the original Comanche. I risk what may sound like a lame introduction because it seems to me this cartoon illustrates what we mean when we talk about "cultural difference": where you come from helps determine whether you view salvation as 50 people wearing loin cloths and feathers, or 50 people wearing cavalry blue. And where you come from, moreover, helps determine how you view the schools—and how the schools view you.

**LAST YEAR** a gentleman named Joseph Monserrat, director of the Migration Division of the Puerto Rico Labor Department, gave a paper before a group concerned with the treatment of minorities in jails and prisons. While I do not want to suggest any analogy between the American jail and the American school—the students do enough of that—one of the things that Mr. Monserrat said on that occasion strikes me as applicable today.

> *"A number of years ago," he said, "I was frequently asked to go out to speak on 'The Puerto Rican Problem'. To identify what this Puerto Rican problem was, I tried to begin to find out from the groups who placed 'the problem' in quotes. The only trouble was that every time I asked what they meant by 'The Puerto Rican problem', people would talk to me about housing, about education, or about crime, or any number of things. But no one told me exactly what this Puerto Rican Problem really was."*

**TAKING A CUE** from Mr. Monserrat, I will not attempt to talk today about the Mexican American problem. In the first place, I suspect that most Mexican American Problems—like most Negro American, Oriental-American, and White, Anglo-Saxon Protestant American problems—

stem from love or money, and as a Federal official, I do not feel qualified to talk about either. At this point in the history of our Republic, much of the electorate does not seem disposed to offer us love, and Congress isn't disposed to offer us money.

**INSTEAD,** I would like to talk about "the education problem"—and it *is* basically just one problem: helping every youngster—whatever his home background, whatever his home language, whatever his ability—become all he has it in him to become.

**SUCH A GOAL** is a lofty one, and it is doubtful that the schools will ever achieve it perfectly. What must concern us is the degree to which many schools fail to come within a country mile of that goal. And if Mexican American children have a higher drop-out rate than any other identifiable group in the Nation—and they do—the schools cannot explain away their failure by belaboring the "Mexican-American problem." The problem, simply, is that the schools have failed with these children.

**SCHOOLS** and educators have been taking what seem to me unwarranted amounts of criticism for the last 10 years. Heaven knows the schools and the people who run them *deserve* criticism—we all do. But whereas a corporation, for example, is the property only of its stockholders, our schools are everybody's property—and everybody feels justified in having a crack at them. The failures of the schools as exemplified in human beings who cannot read or write or find a job are more conspicuous than are the failures of most human enterprises. Finally, while we complain about a faulty automobile or washing machine, we do not associate these errors of human effort with the essence of our lives. We do make this association with children; to a large degree, our children *are* our lives, and if the schools fail our sons and daughters, they strike hard at those possibilities for joy, pride, and hope which constitute a satisfactory human life.

**SO, THOUGH** educators need and deserve criticism, we should recognize that they risk failure in a more conspicuous and painful way than most of us. More to the point, we should recognize that the people, who ultimately control the schools, have never really given our schools the resources they need to succeed with minority children.

**BY "RESOURCES"** I do not simply mean money, or teachers, or the proper kind of textbook. The most crucial resource for any successful educational effort is the point of view it exemplifies. If that point of view fails, the schools are bound to fail, for—contrary to much educational rhetoric—the schools do not change society's viewpoint. Rather, they perpetuate it. And if I had to sum up this society's viewpoint, I would do it by going back to that cartoon from the *New Yorker*.

**THE UNITED STATES** is in many ways a cowboy-and-Indian society. The good guys—whether they're selling automobiles or riding off into the sunset—wear white hats and white skins. They speak unaccented English (unless it's a cowboy drawl), and most important of all—they never lose a fight.

**THIS GUNG-HO** concept has doubtless emerged because our history, like that of most nations, is in many ways a story of conflict between diverse peoples and the eventual emergence of one as militarily and culturally dominant. In our case, of course, it was the English and their American-born, English-speaking, English-thinking descendents who established dominance over the legal, political, professional, and commercial life of the 13 Colonies.

**IT IS INTERESTING** to note what happened to the other three colonizers that contended for space in this country. The Dutch, after establishing a foothold in what is now New York, were eliminated rather early, and all but a few traces of their culture vanished with military defeat. The remaining Dutch colonists remained an important force in the social and commercial life of New York, and even furnished the city with its symbol, Father Knickerbocker—but eventually their children adopted the English language and English ways.

**MUCH THE SAME** thing happened to the French. Either they returned to Europe, were transplanted to Canada by the English, or survived in cultural enclaves in Louisiana and Maine. Those who succeeded in American life, however, became assimilated through adopting the English language and abandoning the distinctive traditions of their homeland.

**ONLY ONE** group failed—or refused, depending on your point of view—to be assimilated. By reason of their early colonization of the Southwest, the Spanish were far removed from the English and colonial American influences that compelled assimilation in the eastern part of the country. Indeed, according to Dr. Clark Knowlton of the University of Texas, it was not until after World War II that Anglo Americans outnumbered Indians and Spanish-speaking Americans in most of the Southwest. By that time, a new culture that mingled elements of the

Spanish, the Mexican, and the Indian traditions had grown up—and it stubbornly refused to melt away with the advent of Anglo-American culture.

**LAST APRIL,** at the first Texas Conference for the Mexican-American, Dr. Severo Gomez quoted from a pamphlet entitled "The Mexican Americans of South Texas" to offer the following viewpoint of an Anglo-American teacher toward her Mexican American students and their parents:

> *"They are good people. Their only handicap is the bag full of superstitions and silly notions they inherited from Mexico. When they get rid of these superstitions they will be good Americans. The schools help more than anything else. In time, the Latins will think and act like Americans. A lot depends on whether we can get them to switch from Spanish to English. When they speak Spanish they think Mexican. When the day comes that they speak English at home like the rest of us, they will be part of the American way of life. I just don't understand why they are so insistent about using Spanish. They should realize that it's not the American tongue."*

**TO A DEGREE** the teacher is right: Spanish is not the American tongue. English is, and I'm sure none of you would dispute the notion that a basic goal of every American school should be to give every youngster a command of English.

**AND YET** the remarks I have just quoted exemplify what I have called the cowboy-and-Indian viewpoint. It equates Anglo-American origin and Anglo-American ways with virtue, with goodness, even with political purity. Other cultures are not merely different; they are *inferior.* They must be wiped out, not only for the good of the country, but for the good of the child. Not only must he learn to speak English; he must stop speaking anything *else.*

**THIS NOTION** of Anglo-cultural superiority is reflected in a hundred ways, even in the comic books our children read. Batman's real name is Bruce Wayne; Superman's is Clark Kent, and his girl friend is Lois Lane. American detectives are named Nick Carter and Perry Mason and Sam Spade—all names which are either forthrightly Anglo-Saxon or intimate no other national identification. We tell Polish jokes, Jewish jokes, Irish jokes, Chinese jokes, Negro jokes, and—in this part of the country—I suppose they tell Mexican jokes. In Anglo society, however, there is no such thing as an Anglo joke. In all the shabby vocabulary of ridicule which Americans have developed for ethnic groups—spics, wops, kikes, micks, bohunks, coons—there is no comparable term of derision for the English; *Limey* is such a feeble attempt that it can be used to express affection. Indeed, I think we may even count it as some kind of linguistic triumph that American Negroes have finally come up with a name for whites that packs a bit of bite: older denunciations such as "The Man", "white trash", "Charlie" or "ofay" simply have no force, but "honky" does sound objectionable.

**IN A HUNDRED** subtle ways, we have told people of all origins other than English that their backgrounds are somehow cheap or humorous. And the tragic thing is that this process has succeeded. Of the incredible diversity of languages and traditions that the people of a hundred nations brought to this country, virtually nothing remains except in scattered enclaves of elderly people who are more often viewed as objects of curiosity rather than respect. Most pernicious of all, their children often grow up thinking of their background as something to be escaped from, rather than treasured.

**MEXICAN AMERICANS** are one of the few exceptions to this American rule of cultural elimination through cultural disdain. A distinctive Spanish-Indian-Mexican culture survives in the United States.

**AS YOU KNOW,** this culture has been a handicap, not a blessing, in the attempts of Mexican Americans to prosper. Basic to the success of any such attempt is a good education, and the cultural backgrounds of Spanish-speaking children have produced a staggering amount of educational failure. Dr. Gomez pointed out that "about 89 percent of the children with Spanish surnames, and for the most part with Spanish as the first learned language, drop out of school before completing a regular 12-year program."

**PART OF THE** reason is that many Mexican American children come to school speaking nothing but Spanish, and are immediately expected to start speaking English. Yet I would agree with Dr. Gomez in his belief that an unfamiliarity with English accounts for only part of the failure. There is evidence, he says, that many of the dropouts *have* succeeded in learning English. "It isn't just the mechanics of learning languages," he adds, "but other factors: certainly the cultural aspect must be considered."

**YOU ARE MORE** familiar than I with the Mexican American cultural factors that impede a youngster's transition from home to school. But

I would say that the notion of Anglo cultural superiority—over which youngsters and their parents have no control—is a much larger factor. Until the schools realize how our society projects this conviction of superiority, this cowboy-and-Indians mentality, and takes positive steps to correct it, they will not truly succeed with Mexican American children.

**TODAY AND** tomorrow you will have a chance to view some of the "positive steps" that some schools are taking—15 educational projects that have shown promise of redeeming Mexican American children from the near-certainty of educational failure. They emphasize a bicultural, bilingual approach which says, in essence, that Mexican American children must learn the English language and Anglo ways—but that they can do so without having to reject their knowledge of the Spanish language and of Mexican American ways.

**SOME OF THESE** projects go farther. They suggest that maybe it is not a bad idea for Anglo children to learn Spanish, and to gain a familiarity with another culture. This idea has all sorts of good sense to recommend it.

**FIRST OF ALL,** the evidence is clear that people learn languages best if they learn them young. It is rather paradoxical that in the southwest, some elementary schools have forbidden children to speak Spanish, while at the same time many of our secondary schools require students to learn another language—and Spanish is one of the most popular electives. Mexican American children offer their Anglo classmates a great natural teaching resource. It is time we stopped wasting that resource and instead enabled youngsters to move back and forth from one language to another without any sense of difficulty or strangeness.

**SECOND, THE** proper conduct of bilingual programs should produce dramatic improvement in the performance of Spanish-speaking children. By "proper conduct" I mean those teaching arrangements which permit a child to begin learning to read and write immediately, in Spanish, and learning English in music, art, and recreation periods—rather than forcing him to postpone all serious academic work until he learns English. This latter approach commonly leaves the Mexican American child three to six years behind his Anglo contemporary by the time he is a teenager. As Dr. Knowlton points out, "The majority who fight their way through to a high school level often have the dubious distinction of being illiterate in two languages."

**WHAT I SEE** as the third advantage of bicultural, bilingual programs for Anglo as well as Mexican American children may well be the most important for our country.

**THE NOTION** of cultural superiority has seriously harmed the United States in this century in its dealings with other peoples. Whereas European children grow up with the notion of cultural diversity, and frequently learn two or even three foreign languages in the course of their formal schooling, American schools commonly isolate our children from cultural exchange. Partially this separation stems from the size of our country. As businessman or as tourist, you can go from one end to the other and never have to speak anything but English. There has never been any special reason why our schools should prepare children to speak in another tongue.

**IN THE MIDDLE** of this century, after nearly 150 years of largely ignoring the rest of the world, we have lumbered into the family of nations as an international force. A position of international responsibility was thrust upon us, and we were ill-prepared to assume it. In fact, one of the great motivations behind the present set of Federal programs for education was the lack of Americans who could speak foreign languages or deal with other peoples in terms of their own cultures. The result was that we often offended people whom we were trying to help or befriend.

**THE COMPLEXITY** of our international relations has increased since World War II, rather than decreased. Many former colonies of the great nations of the world have themselves become independent nations, their citizens as proud of their distinctive languages and traditions as any free people should be. If we are to gain the friendship of these new nations, and strengthen our ties with much older nations that have felt the strength of American parochialism in the past, we must give our children the ability to move with ease and respect in cultures other than their own.

**IT WOULD** interest me to see what would happen if educators in Chicago translated one of San Antonio's successful bilingual programs into a school in a Polish neighborhood—or in San Francisco, to a school in a Japanese or Chinese neighborhood. Consider for a moment the incredible wealth of linguistic expertise and cultural resources we have in this country, and what American foreign relations could be like in thirty years if, to every country in the world, we could dispatch young Americans versed in the language, the history, and the traditions of the host country as well as of their own. And I do not mean by this only that a Japanese American youngster should have the opportunity to learn Japanese; what's wrong with a Japanese American boy's learning Polish? What's wrong with a Filipino American girl's learning Swedish or Rumanian? Why should we consider so many languages as beneath notice unless the learning is to be done in a college or graduate school for purely academic purposes? And why, indeed, must foreign languages be taught exclusively in classes formally tagged "language"? If a youngster is introduced to another language at the age of five, and has a continuing opportunity to grow in it, why can't he study high school algebra in Spanish? Couldn't some of the readings a high school history student pursues in learning about the French Revolution be in French?

**THIS ARGUMENT,** that wider cultural exposure will help our international relations, stresses both national purposes and international amity. Perhaps the most important reason for bicultural programs, however, is not international but domestic—our relations with each other here at home. The entire history of discrimination is based on the prejudice that because someone else is different, he is somehow worse. If we could teach all our children—black, white, brown, yellow, and all the American shades in between—that diversity is not to be feared or suspected, but enjoyed and valued, we would be well on the way toward achieving the equality we have always proclaimed as a national characteristic. And we would be further along the way toward ridding ourselves of the baggage of distrust and hatred which has recently turned American against American in our cities.

**IF WE ARE** to achieve this new respect for diversity and this interest in preserving other cultures and languages as part and parcel of building America, there will have to be changes in our schools. Change requires two elements—leadership and money. Neither will suffice without the other.

**THE GROUP** meeting here today can encourage new leadership resources. You can awaken school boards and superintendents and State education authorities and governors and legislatures to the new directions which are necessary. These agencies in turn can provide some of the funds. The Federal government can play a role in both leadership and resources.

**THE FORMATION** of the Advisory Committee on Mexican American Education which is meeting with you here today indicates a commitment by the U.S. Office of Education to seek every possible key to the improvement of educational opportunity for your young people.

In addition, the Office of Education is asking the Congress for special funds to pay for effective demonstrations of bilingual education practices. Even in a Congress which seems more committed to economy than to some of the unmet needs of Americans, we have some hope that these funds will be granted.

**THERE IS,** in addition, one major source of funds which you as local and State leaders in education must endeavor to influence. I refer to the monies which flow through Title I of the Elementary and Secondary Education Act into every school district in which Mexican-American children go to school. Decisions on what these funds are to be used for flow from local school district proposals which are approved by State authorities. You and your fellow citizens with a particular concern for Mexican American children should bring every possible pressure to bear to ensure that Title I funds provide education which allows Mexican American children to have pride in their heritage while learning the way to take part in the opportunities this country has to offer. Title I funds are not appropriated by the Congress to promote "business as usual" in the schools. They are appropriated, instead, to help the educationally deprived get a fair chance. The Office of Education will join with you to help see that this fair chance is made a reality.

I would like to close with a quotation from a man whom few of us would regard as an educational theorist: Malcolm X, a leader of the militant Black Muslim movement who was assassinated some years ago. In a conversation with a moderate Negro leader, Malcolm X once said he wished he could talk to some middle-income Negroes, those who had "made it" in our segregated society and tended to turn their backs on the problems of the ghetto. If he had that chance, Malcolm said, here is what he would tell them:

> *"The people who helped me were the wrong people, from the point of view of the moral society, from the point of view of the Democratic Society. The people who helped me, whose hands reached out to mine, whose hearts and heads touched mine, were the pimps, the prostitutes and hustlers, the thieves, and the murderers. The people who helped me through grade school were the gangs. The people who helped me through the high school of adolescence were the kids up in the reformatory. The people who helped me through the college of life were the people up in the prisons. And the people who helped me to get graduate training in the university of common sense were the people out on the streets, in the ghettos that were infested with crime and delinquency.*

> *"Say this to (those other people), because man, there are a whole lot of kids on this street just like me. They smell bad, they act bad, they talk bad, and their report card says they're dumb. But you know something? These kids are smart. These kids are beautiful. These kids are great. They need to be seen and helped."*

**THE PROGRAMS** you will observe here today and tomorrow represent a start toward making sure that one group of American children will receive its education in school, not in jail or the streets. I hope you will learn from these demonstrations, adapt them, and put them to work as widely as you can, and that educators across the country will learn from you. For the schools can send forth a message that we all badly need to hear: Ours is not a nation of cowboys and Indians. White hats belong to everyone. As Malcolm X said, all our kids are beautiful and all are great.

**I WOULD ADD** that none of our children is hyphenated. All of them are American.

# Bilingual Education

Abstract of an Address By  
**Armando Rodriguez**  
Chief, Mexican Affairs Unit  
U.S. Office of Education

**JUST A YEAR** ago President Johnson said, "The time has come to focus our efforts more intensely on the Mexican American". Even before the President's statement many agencies and organizations, both public and private, were giving increasing attention to the educational challenges of the Mexican American.

**THE ENACTMENT** of the Bilingual Education Act, now Title VII of ESEA, sharpens increasing emphasis on education of the Mexican American. It provides a national commitment for important change in educational policy of most school districts. It gives moral and legislative recognition to assets of a people whose mother tongue is not English. It may be the first step toward the desirable and attainable goal of a bilingual society.

**THE BUREAU** of the Budget has recommended an appropriation of $5 million be sought for the fiscal year 69. Some of us Chicanos are pushing hard for increasing this substantially.

**OUR GUIDELINES** are still being prepared and at this time I can not predict a date when they will be ready for general distribution.

**SOME OF** the thinking in the latest drafts follow these lines: Funds will be used for exemplary pilot or demonstration projects in bilingual and bicultural education in a variety of settings, particularly to show how other programs of Federal assistance could better be used to support similar education.

**THE FUNDING** range is for ages 3 through 18 plus corresponding adult groups, particularly those who are parents of the children participating in the bilingual programs. Priorities for proposal approval will center on bilingual schooling in grade one or earlier, with planning for at least eventual extension of bilingual school through grade six. Use of teachers who have native or native-like fluency in the non-English tongue, and who have studied through the medium of that tongue. Supplementation of efforts under Title VII by efforts under such prgrams as Headstart, Follow Through, or ESEA Title I will also be given prime consideration.

**AT LEAST** during the first years of the program, special attention will be given to devising effective models to help carry out what will be a significant change in educational policy for most school districts. The Office of Education will seek out and encourage development of demonstration and pilot programs that will provide models for adaptation and implementation by school districts as they gear up to move into their own bilingual schooling.

**WHAT ARE** we really talking about when we say bilingual education? No one can deny that considerable confusion exists over the concept. Bilingual education means the opportunity to teach the child educational concepts in all phases of the curriculum in his mother tongue while he is learning English. This means we are preventing his educational retardation while reinforcing his language and culture. It is not foreign language teaching and is not done by foreign language teachers. It is the teaching of arithmetic, science and history by teachers who speak the mother tongue. It is the teaching of English as a second language at the same time.

**ITS BASIC** premise is that of daily teaching in the mother tongue as the medium of instruction for all students who are not native speakers of English. In cases where there is a fairly equal group of native speakers of English and those whose mother tongue is other than English, a program can be developed where all children can become bilingual. The Coral Way School in Miami is a good example. Those who have an English as Second Language program are already partly on the way to a bilingual program.

**OBVIOUSLY** one key ingredient in bilingual education is the teacher who can teach subject matter in the mother tongue of the child. Training or obtaining these teachers will not be easy—but many such teachers exist right now probably on your staff—seek them out, give them preparation and you can be ready to put bilingual education into operation in your primary grades next fall.

**I HAVE** been saying for almost a year that we need 100,000 bilingual teachers by 1970, and 90 per cent of them competent in Spanish.

**BILINGUAL** education is critical for hundreds of thousands of youngsters. Language is not just an instrument for communication and learning; it is a set of values. It is his being. It is a door that we can open so the youngster can see and live and be a part of two cultures— two societies.

**THE CHILD'S** confidence, his appetite for learning, his joy of existence are all better assured if he is able to communicate in his mother tongue. His understanding of himself as a human being becomes a most dominant factor in his interaction with the society where he must function. Bilingualism must come to be accepted as a blessing—not a problem. It must be cultivated—not neglected.

**NO LONGER** can our school policies, both state and local, ignore or forbid the use of the mother tongue for learning and for communication. Our national commitment in Title VII says that no longer can we retreat from our educational responsibilities to educate equally the non-English speaking youngster through utilization of his mother tongue. No longer under the flag of "Americanism" or "melting pot" can we say that English shall be the only language of the school. Then both languages will produce a bilingual, bicultural citizen with abilities to serve effectively himself and society. And, to me, that is the ultimate goal of education.

**BILINGUAL** education serves five positive purposes for the child and the school. It reduces retardation through ability to learn with the mother tongue immediately. It reinforces the relations of the school and the home through a common communication bond. It projects the individual into an atmosphere of personal identification, self-worth, and achievement. It gives the student a base for success in the world of work. It preserves and enriches the cultural and human resources of a people.

**DR. BRUCE GAARDER** of the Office of Education proposes a simple policy as the basis for a bilingual program.

1. The child's first schooling should be in the mother tongue and he should be made literate in Spanish first.

2. English should be introduced orally in the first grade as *a second language.*

3. Thereafter both languages should be used as media of instruction, the time devoted to Spanish diminishing to one-third of the school day by sixth grade and to one academic subject throughout high school.

4. Despite the "ethnocentric illusion" that in the United States English cannot be considered a "foreign" language, it is a foreign language to a child who does not speak it and must be taught as a second language if it is to be taught effectively.

**BILINGUAL** education is not a substitute for a well developed educational program; nor will it make a poor program much better. Its role is a viable thread of strength in the total program. And it needs to be woven in very carefully.

**I SEE** some potential problems as we move forward beyond the careful placement of bilingualism in the present curriculum. This is not just another law to be poured into the regular gears of administrative machinery with the same operators at the controls. It will require a high degree of perception of both the linguistic and cultural attitudes, feelings, and needs of the people for whom the programs will be designed. This same perception must be present in the development of programs at the local schools and in the universities. Let's not get hung-up on matters of administrative experience, or credentials, or degrees, or seniority in seeking out and placing in positions of policy and administration, Mexican Americans who have the linguistic competency and the cultural background to make bilingual education a success. Mexican Americans are still greatly under-used in school programs where their skills are an absolute must. There must be full participation by the Mexican American community—professional and non-professional—in the implementation of bilingual education.

**I THINK** the following considerations should be a part of the operation of Title VII: That the funds not be used for research—enough is available for us to get under way. That the funds should finance action programs designed to benefit people directly. That no grant be made unless the institution is prepared to carry on the activity supported as a regular part of its program. Priority must be given to programs truly bilingual, designed to develop facility in use of both languages. That no money should go for equipment. There are resources in other Federal assistance programs for this. Some attention should be given to one or two programs to investigate attitudes toward bilingual education in some parts of the Southwest. Emphasis should be given to inservice rather than preservice programs until the teacher education schools are willing to take a good hard look at their entire curriculum and its revelance to the education of the bilingual, bicultural person. Grants should be made with a priority toward programs where bilingual bicultural people are employed in policy and high administrative positions.

**WITH ALL** these cautions and safeguards, the effect of bilingual education will be nil unless the schools where this need is imperative move vigorously to fulfill some minimum commitments to equal educational opportunity for the Mexican American.

**FAR TOO** often the same textbook is used in all the schools of the district regardless of their particular needs. If the book the little chicano is using has nothing in it with which he can identify—how relevant is it to his learning? Do the materials used encourage his achievement potential?

**WE NEED** a bilingual teacher in every classroom in every elementary school in the Southwest where we have Mexican Americans. And if there isn't a bilingual teacher in that classroom there should be a bilingual aide from the community. I want to see teachers who project high goals and high expectations to all her children. I want to see her compensate for her deficiencies in preparation for teaching these youngsters just as the school sets up programs based on compensation for the alleged deficiencies of the youngsters. Also the time has come for the school to recognize that it must change its program to meet the youngster instead of trying to compensate the youngster for failure to meet the school.

**I WANT** to see teachers spending more time in the community after school. They don't have to live there—though it wouldn't be a bad idea—but they should get involved in community activities. One of the best ways I know to bridge the culture gap, and come over strong and clear in understanding and feelings, is participation in the community and its life.

**I WANT** to see more cultural consideration on the part of the school. Use of language is important, but recognition of cultural values and customs is even more important. Schools in most communities recognize absence for dental appointments as necessary, but are still shook if the Mexican American girl stays home to take care of her younger brothers and sisters because her mother has a business errand.

**I SEE** Title VII a mandate for movement. This is a chance to give our country educated bilinguals from our public schools. We must move with this program with or without funds from Title VII. The message of this conference in the area of bilingual education is "Get with it!"

# DISCUSSION SESSION ABSTRACT

## BILINGUAL EDUCATION
## GROUP A

Discussion Leader: Henry Pascual, Director, Bilingual Education, Department of Education, Santa Fe, New Mexico.

Mr. Pascual prefaced the discussion by identifying two main purposes for the meeting: to clarify the definition of bilingual education and to discuss and clarify the implementation of Title VII, The Bilingual Education Act.

In reply to a question, the moderator said the present thinking of the USOE on allocation of money—since only $5 million will be available—is that the money will go to those local educational agencies presenting the most viable and valuable programs in bilingual education. Procedures will work like Title III. A project will be written, reviewed by USOE. The state education agencies must be involved. States will compete with every other state for quality programs. Projects should be of a demonstrator nature with Title III, local, Title II, Title III of NDA, OEO, CAP and community efforts—everything that can be put into it to make it a success. He labeled the role of the state departments of education as one of advice.

The purposes included maintaining and improving the language to maintain the culture, bearing in mind the psychological impact on the child taught the mother tongue and the use of skills being imparted to transfer into the national language.

This process was labeled an attempt to make the cultural heritage, the language, an asset rather than a liability in intellectual development. Thus bilingualism would become, rather than a handicap, an enrichment for intellectual development.

It was stressed that the funds will be allocated to the public schools. The state agency and the USOE will review and pass on the proposal, but the grant will go directly to the school. However, schools and institutions can work together for creation of such projects.

Libraries were ruled out, because the act means bilingual education in two languages, and the educational process takes place in a classroom. All were urged to develop programs that hit at the point of local difficulty. If it is language, hit at the language; if it is reading, hit at the reading. But propose projects in the mother tongue which develop basic skills that will help bridge the gap.

Parental involvement, it was agreed, is very important to establish a link between home and school, and to help make sure home factors help reinforce the impact of the training on the child.

Inservice training of teachers was determined to be part of the Act. Teacher training institutions were urged to investigate the act and see what could be incorporated into training for bilingual education.

An advisor urged that groups draw up resolutions for programs on the state level in order to get curriculum changes in state institutions.

It was agreed that it may not be necessary to have someone as a bilingual education director in order to get funds, but that certainly there should be someone familiar with the area committed to the program.

One stumbling block cited was the Spanish speaking parent who has come to learn that English is needed for success. These parents say: teach my child English, not Spanish. He needs English. It was agreed that arguments will have to be produced to convince the parents that this bilingualism is a resource for the child and actually can give him more of an opportunity.

# DISCUSSION SESSION ABSTRACT

## BILINGUAL EDUCATION
## GROUP B

Discussion Leader: Paul Bell, Dade County Public Schools, Miami, Florida

The moderator said he wanted to start by opening the session to a further definition of bilingualism, biculturalism, and bilingual-bicultural education generally. He said he believed this to be one of the most significant aspects of the guidelines.

A speaker said he thought the essence of the subject was the teaching, the education in language areas.

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After some discussion, it was defined as education which takes place in two languages in terms of the content area. The definition was further enlarged as parallel competency in two languages, the equivalency of functioning in two languages in an academic or school setting. Another spokesman said she thought that it should be added that the functioning be not only academic but social as well.

A library oriented spokesman said she would like to remind all that education is not merely instruction, but learning. She said the learning possibilities and the facts essential to the learning problem must be considered. The whole learning process of the child must be weighed, she said, not only in school, but in his function in the community through what the public library and the school library can give.

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"I think we pretend," the moderator said, "this is going to create an answer, a solution, a panacea for the educational ills of a large segment of the population. We know this is not going to cure anything in and of itself. It is a step in a cure."

A spokesman raised the question whether there was a commitment to the child who is academically slow, a non-reader in two languages in the fourth grade, for example.

The moderator cautioned that the bill has implications for other segments of society—Indian groups in the Southwest, for instance.

After a discussion of type of projects admissable under the bill, the moderator summarized by saying that research and materials development should not be one of the areas for making proposals. Further discussion prompted the moderator to remark that his interpretation of the discussion was that materials be considered part of the bilingual educational needs and be provided for in the guidelines.

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A spokesman suggested that perhaps the emphasis should be put on teacher training. "With teachers capable of developing concepts of the content areas, aren't any materials going to be successful?" The moderator said he wanted to give a definition. Biculturalism, he said, can be defined as the ability to function equally well in English and at least one other language. A student, he said, is perfectly bilingual if he is an illiterate, uncultured slob in English, and an uncultured, illiterate slob in Spanish. But this is not the kind of product needed, he said. We need, he said, to make sure this thing goes both ways—that North American English-speaking monolinguals have the privilege of being advantaged rather than disadvantaged by learning a second language well. He said he did not think the money should go there now, however. "They will never learn another language," he said, "and they are the so-called privileged group."

Another spokesman said a selling job was needed on bilingual education. Someone else said the way to sell it was make it both ways—Anglo and Mexican Americans, both taught bilingually and made bilingual and bicultural.

The moderator said that bilingual education is hardly a new concept, but that we were just discovering it in America. "The educated elite of every European country has been bilingual, and only in the US has bilingualism been considered a handicap."

# DISCUSSION SESSION ABSTRACT

## BILINGUAL EDUCATION
## GROUP C

Discussion Leader: Edward Moreno, President, Association of Mexican American Educators, California.

The moderator read the requirements of the bilingual education bill, saying this is what the money is alloted for:

(1. Bilingual education programs (2. Programs designed to impart to students a knowledge of the history and culture associated with their languages (3. Efforts to establish closer cooperation between a school and a home, community involvement, community relations (4. Early childhood educational programs related to the purpose of this Title and designed to improve the potential of profit learning by activities of these children (5. Adult educational programs related to the purposes of this Title, particularly for parents of children participating in the bilingual programs (6. Programs designed for dropouts or potential dropouts having need of bilingual programs (7. Programs conducted by accredited trade, vocational or technical schools (8. Other activities which meet the needs and purposes of this Title.

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The moderator said what was sought was imaginative pilot type programs: direct services to children, activity control; adult programs; use of the mother tongue in all phases of the curriculum K-12, teacher training; how to make a bilingual education component a regular part of the school's program.

A spokesman said one thing needed to be discussed before going to anything else—the failure of some school districts throughout Texas to respond to the whole concept of bilingual education. "I'm talking about this rule about speaking Spanish in and around the schools." Another said it's just not the idea people have toward the idea of bilingual education, but the attitude toward the Spanish language.

A spokesman asked if it was school policy set by the school board that prevented the speaking of Spanish by Mexican Americans. The answer was yes.

Another suggested having sensitivity training for teachers. He urged adding to the teacher training curriculum something about Mexico and

Spain, so that the teacher going into the classroom has some background that might be essential to know, something about the culture for the type of child she's going to teach. He urged that criteria for teaching personnel and administrators should be lower. "What more can you want from the teacher if she knows the language. If the person has some educational background, why not put her in the classroom? She may do a better job than someone who has the so-called credentials but who is not really interested in teaching the child."

Another said school boards do not train teachers. "No credentials, you don't teach." He urged that Mexican American young people go out and fix their papers to become administrators. "If you don't have the papers, you don't become administrators."

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The moderator said the Act specifically states Local Educational Institution. "A local, county, or any other regional office may apply for funds to do inservice training of teachers."

Another insisted a public relations job was needed to sell Anglos on the benefits of the program. Another said we would have to change the attitude of the Anglo people. "There are a lot of places in West Texas where they won't hire you with a PhD if your name is Rodriguez." That's the whole problem—discrimination."

Another spokesman said the time for dreaming is over. He urged abandonment of the social worker attitude and the taking on of the attitude of the hard-nosed administrator.

Another urged regional approaches to the problem, saying that the most successful programs of Title III used the regional approach.

Another objected, saying the approach must be on the local level. "You can write what you want at the state level, at the federal level, but it's the guy at the local level who makes policies. If he doesn't want to play ball—forget it."

Another spokesman said, "We must make our boards aware that our problem is really their problem. We must make the community aware that our problem is their problem. We must make the colleges aware of the terrible academic indictment they must bear for not having faced the fact it is their problem."

# DISCUSSION SESSION ABSTRACT

## BILINGUAL EDUCATION
## GROUP D

Discussion Leader: Herb Ibarra, Project Director, English as a Second Language Program, San Diego, California.

The moderator prefaced the discussion with the remark that the meeting was to discuss bilingual education and the implications from the legislation. He said he wanted reaction to the talk and some ideas of the types of programs that can begin with Title VII. He defined bilingual education—according to the terms of the act—as teaching the child educational conceptual phases of the curriculum in his mother tongue while he is learning English.

Guidelines on allowable projects were said to include steps toward development of planning-research projects; pilot projects; development and dissemination of special instructional materials; inservice training to prepare persons to participate as teachers, aides, counselors and other personnel; inservice training; establishment, maintenance and operation of such programs, acquisition of teaching materials and equipment for such programs; bilingual education programs; programs designed to impart to the students knowledge of the history and culture associated with their language; efforts to establish closer cooperation between the school and the home; early childhood education and programs designed to improve the potential for profitable learning; adult education, programs for parents of children participating in bilingual programs; programs designed for dropouts or potential dropouts having need of bilingual programs; programs conducted by accredited vocational, trade or technical schools; minor remodeling.

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The moderator said that Title VII does not specifically tell which degree of proficiency in Spanish will label the target child. The aim, he said, is to improve the proficiency of any of these youngsters. He said it was up to the school district to design the program once it has identified its population, with first priority on children who speak no English.

The question was asked if children who know no Spanish but are proficient enough in English to begin school are denied benefits of the program. The moderator said the act is very broad. Any child, he said, can be included in the target area which is the same as Title I and goes back to the income of the child's family. The programs to be developed are left to the discretion of the school district. At no time, the moderator said, does the act specify Spanish surnamed. It says for non-English speaking, and even mentions Aleuts in Alaska.

After a discussion of what constitutes Spanish and dialects, the moderator again said the act does not specify which Spanish—Chilean, Castilian or whatever. He urged educators to get a bilingual teacher, or at least a bilingual aide from the community who can teach in whatever Spanish is spoken in the community.

The moderator stressed need for parental involvement. The stereotyped opinion that Spanish-speaking parents are not interested in the education of their children is just not so, he said.

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A spokesman raised two points—parent-school communication and Spanish correctness. Parental opposition, he said, arises from brainwashing regarding their Spanish. They have been told the only way to succeed is to speak English, and the only way to learn English is to leave Spanish alone. Here is where they have to be informed, he said. UNESCO studies in Europe show it is much easier to learn a second language if you develop your own language first. Parents don't know this, he said. A lot of educators don't know this, he said, and they will say what's the use of teaching Spanish?

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Linguistically speaking, he said, there is no such thing as correct language of any kind. People from Mexico say their Spanish is correct. People from Spain say likewise—and Panama. Down there they even change the spelling a bit. Castilian Spanish once upon a time used to be a dialect in some parts of Spain. There is no such thing as Tex-Mex, either, he said. There are people who don't have a certain word for a certain thing as an accepted or standard Spanish word, so they use an English word, or they use another word. What we do, he said, is provide them the Spanish word, but we do not embarrass the child linguistically so that he feels his Spanish is inferior.

# New Opportunities in Migrant Education

Abstract of an Address By
**John Hughes**
Director, Division of Compensatory Education
U.S. Office of Education

**I SENSE** that the Nation is on the verge of a major breakthrough in educating the children of migrant families, and expansion and experimentation are the keys.

**THIS YEAR,** migrant programs of the Elementary and Secondary Education Act's Title I are supported by $42 million—a 4 and one/half fold increase over last year's $9 million. With $9 million, 30 states began migrant education programs in 1966-67, and 14 states extended these already in existence. They served 78,000 wandering children. With the new funds, it is hoped that the programs will serve 125,000 children. But money alone cannot do the job.

**IT TAKES** highly motivated and trained teachers who have a deep understanding of the problems which migrant children must overcome. It is not enough to be sympathetic, nor is it enough to be knowledgeable. Teachers and school administrators must reach out to bring these children out of the fields into the classroom.

**MANY SPECIFIC** things can be done. For example, a special effort can be made to identify teachers who could serve as home visiting teachers in the schools serving migrant children. Special training can be given these teachers to prepare them for this community assignment and to strengthen liaison between the schools and the home of the migrant family.

**AN EFFORT** should also be made to substantially expand employment of teacher aides, from the Spanish speaking population, and preferably migrant families. Funds now available to recruit and train aides during the summer months for employment in school projects in the fall.

**SPECIAL TRAINING** of teachers can also be carried out during the summer months. Regular inservice training can take place in the fall and winter months.

**LOCAL SCHOOL** projects should be conducted with heavy participation from the parents and the families of the affected children. I believe each migrant school project should have a parent advisory committee involved, both in the planning and in the operation of the project.

**HEALTH AND** nutritional aspects of the program can also be significantly expanded. To this end, I would like to see more comprehensive programs covering all phases of health and nutrition. Thousands of migrant children need to receive proper diets and, in most cases, their only opportunity for this is while in school.

**THOUSANDS** of migrant children also need to learn basic health habits.

**WITH NEW** legislative changes and an aroused national interest foreshadowing more reforms, the possibilities for more and better migrant educational programs are exciting.

**THE MIGRANT** education programs of 1966-67 have demonstrated both the possibilities for new programs and the gaps that need to be filled.

**ONE OF** the greatest needs is a curriculum relevant to the needs of the child. The migrant child is always behind the child with regular school attendance and permanent residence. A twelve-year-old migrant will usually have the same general interest as the other child, but will not have the ability to read or comprehend at sixth grade level.

**BECAUSE OF** his mobility, the migrant child's appearance in the classroom is often unexpected and his length of stay unpredictable. Curriculum must be developed which will enable the teacher to begin at the pupil's present level of achievement and advance the pupil at his own speed.

**IN ONE** Texas county with a high migrant population the percentage of dropouts below the ninth grade in the schools is 77 per cent. This dramatizes the need for a specially adapted curriculum and the teaching techniques to keep the migrant child in school. The absence of secondary schooling for migrant children is a special problem all in itself.

**IN ONE TEXAS** district the school enrollments for migrant children in the first four elementary grades includes 15 children for each migrant child in Grades 8-12; the comparable ratio for non-migrant children is 2 to 1.

**IN TEXAS,** which has the largest number of migrant children—85,000—expansion and experimentation have been the keys to its program. As a prime example, Texas set up a six-month program offering intensive instruction which accommodates the migrant family's work cycle. After three years of operating it is noted that:

- *More Texas home-based migrant children participate with each passing year. In 1963, with only state funds, the program served 3,000 children in five schools; last year, with Title I assistance, 21,000 in approximately 45 Texas school districts.*
- *Communities which have migrant schools are supporting the efforts of teachers and administrators.*
- *The morale of student bodies and teaching staffs is higher than before the inception of this special program.*
- *The operation of the migrant classes has had an effect on the moving patterns of migrant families. Although I have no precise statistics on it, there have been numerous stories of families that stay behind so their children can complete the programs offered.*

**THERE IS** a story about a seventh grade boy who could not continue the program because his family decided to move. When the family began its trek north, the boy jumped out of the migrant truck and found his way back to the school.

**HOWEVER,** the operation of separate migrant schools has obvious drawbacks. First, the effort to compress a nine-month curriculum into six months may be too intensive and too exhaustive for these disadvantaged children. Second, separate classes and separate schools raise the issue of segregation. Such separation may perpetuate the negative self-image which the migrant child may possess. It may also fail to raise the aspiration level of the migrant child.

**DURING THE** first year of Title I migrant operation, Texas started many programs in bilingual instruction and developed some bilingual teaching materials.

**IN SAN ANTONIO,** morning classes are conducted in Spanish for Spanish students, and afternoon classes in English to the same group.

**IN LAREDO,** instruction is in English and Spanish.

**LAST YEAR,** Texas organized and sponsored a teacher exchange with 24 states which received Texas migrant children in summer programs. These teachers assisted in inservice training and program planning in the receiving states. Their experiences have been of immense value.

**WITH THE** help of Title I migrant funds, Texas initiated preschool programs for migrants. Texas also set up a demonstration school in McAllen, to develop curriculum materials, especially bilingual materials, to use with migrant children.

**LET ME SAY** that I am impressed with the enriched bilingual program at the McAllen Demonstration School. The principal, Mr. Tony Garcia, and the school staff is to be complimented on an excellent program. The morale of the staff and the student body appears to be very high. This is good.

**PERHAPS** one of the greatest areas for exploration is in interstate cooperation and coordination of migrant programs. Our first year of Title I has dramatized migrant education as a national problem, which cannot be solved without the participation of all States. Children, who are at a home base for six months are also gone for six months, and all their achievement gains may be lost during that time. Increased funding for 1968 offers resources to establish regional centers to research migrant problems such as mobility patterns, child needs, curriculum demands and evaluation techniques. We need to encourage communication among states about techniques of programming and the status of children who travel the migrant streams. The states have been working cooperatively on a record transfer system to insure the appropriate placement of children in the classroom. Also, they are working on problems of curriculum, staff training, and evaluation.

**MANY STATES** have entered into cooperative agreements with other states to disseminate information and exchange materials.

**THE FIRST** year of Title I migrant programs has brought the plight of the Mexican American to our national consciousness. I would enlist the support of all of you for improving educational opportunities for Mexican Americans to help in the challenging work before us—to expand our services and to experiment with new techniques, to compensate for the educational deficiencies of migrant children. Of highest importance is for the parents to become involved in programs for their children.

**I BELIEVE** that we would be well advised to make effective use of Federal funds to serve a specific number of children effectively rather than to dilute the services over too large an area. Let us become more involved as individuals and groups through local, state, and Federal channels to further migrant educational gains.

**EXPANSION,** Experimentation—for Better Education—Three E's which demand a fourth, our Efforts.

# DISCUSSION SESSION ABSTRACT

## MIGRANT EDUCATION

## GROUP A

Discussion Leader: Leo R. Lopez, Chief, Bureau of Community Services, State Department of Education, Sacramento, California.

The discussion participants generally were in agreement about the need to provide migrant children and youth an educational program offering them the maximum opportunities to develop their fullest potential to become contributing members of society. It was stressed that all migrant children need to be involved with non-migrant children in all curricular activities offered by the regular school program in addition to receiving compensatory education assistance.

Since such a large percentage (in some states as high as 90 percent) of migrant children are non-English speaking or non-bilingual, the group urgently recommended that school districts guarantee the development of programs emphasizing a systematic approach to reading, speaking and writing the English language.

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It was agreed that migrant children need not only compensatory education programs designed to remedy their special learning deficiencies, but sufficient personnel available as teachers and administrators who are aware of and sensitive to their unique problems. Program development was urged so that continuity of education is guaranteed with relevance and meaning related to the experiences, needs and goals of the migrant child. Guidance services were recommended to provide migrant children understanding of the dominant culture as well as help them to develop attitudes conducive to success in American society.

Health needs also were emphasized as a top priority to assure their ability to take advantage of the educational programs made available to them. Food and clothing also should be considered essential elements of a comprehensive educational program, it was agreed.

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It was recommended that a five point program was needed in all Federal, state and local educational programs as essential ingredients:

1. Sufficient supplemental assistance must be provided to migrant impacted schools insuring comprehensive educational programs and necessary auxiliary services.

2. Special instructional materials and curricula must be adapted to meet the special needs of migrant children. It is quite useless and futile to attempt to meet the special needs of migrant children with existing material and "more of the same" curricula.

3. Programs should be required to plan, develop and conduct components relating to the training of teachers and other personnel with the intent to assist them to be more effective, realistic and understanding of the problems facing migrant children in their educational endeavors.

4. Educational activities and services must be coordinated with all other agencies serving the needs of migratory agricultural workers and their families, guaranteeing maximum utilization of existing resources.

5. Migrant children must be fully integrated into the regular classes and schools of the districts in which they attend, since children learn from one another as well as from their teacher. There is no excuse for the segregation of any element of our school population from the main stream of American life.

# DISCUSSION SESSION ABSTRACT

## MIGRANT EDUCATION

## GROUP B

Discussion Leader: Vidal Rivera, Jr., Director, Migrant Child Education, Phoenix, Arizona.

The moderator said school men are faced with problems and challenges in migrant education. The fantasy of developing a school program to put into every school in the Southwest will never come true, he said. "We have to adapt," he said, "to local district needs and the levels of sophistication of the administration."

We can't, at this time, institute sweeping changes in curricula, he said. "It's got to be done by guerrilla warfare—peck away until we do make some changes." He said it was a little more difficult trying to work on teacher values and teacher concepts because the teacher can't be taken apart. He said it would be years before any dramatic changes made could be seen. "And sometimes the federal programs are looking for these dramatic changes."

As for records transfer, he said the program was a stone age one. Someone asked how significant were the present records transfer. The moderator replied, name, address, home base state, polio shots, things like that.

The moderator was asked if there was no concern about the child's reading level.

He replied that the form exchanged with California, Oregon and Washington does mention what textbooks the child has been using and new test scores. He said the form was very basic and that there were still tremendous problems in getting information from the schools. "We can't tell," he said, "what the curriculum is about or what level the child happens to be just because they tell us about a few books." He said what was needed was a compatibility of curricula.

Someone asked if curriculum wasn't basically the same in reading, math and American history, and if we weren't involved in a non-graded situation with migrant schools. Another said we place migrants in the best possible place where they can achieve the most. It's not good social promotion, but it's not good to have an 18-year-old in the fourth grade either, he said.

Another spokesman remarked that what makes the problem so difficult is that we're covering the area from pre-conception to post-resurrection.

A South Texan said that in the Valley where they have 2,000 migrants in a school district of 9,000 they are able to group them. But that migrant goes to another state where they get one or two Mexicans in a little country school. "He's 14 years old so they stick him in the back of the class to paint. We get some wonderful painters and they're in the eighth grade when they come back. You could put them in the fifth grade and they would be able to work at that level. With us it doesn't matter that he is over-aged because we have so many over-aged he fits in."

"Why don't we face the fact," another said, "that since the schools provide programs only to 1-6, 1-7, or 1-9 we practically force them to drop out of school after the ninth grade? Somebody says, 'prepare them for college.' They don't want to go to college. They know they can't afford to go to college."

Another disagreed. He said he felt there were many migrants who do want to go to college and that we must prepare them for it.

It was agreed that the teacher is the key, the primary function, and the question was raised about teacher institutes. The answer was that there are already institutes and they work fine. But, it was pointed out, institutes can accommodate just so many.

A former migrant said that first we should provide the migrant child the chance to go to college, then if he isn't able, offer another opportunity so that he can be self-employed. Someone else suggested junior high vocational programs. Another said you train them then you don't have any jobs for them. We do that now for adults. Another said we're just postponing the dropout. It's not a local level problem, he said, because we have a high percentage of migrant children in a low tax area and we can't afford to put in a vocational program.

Another spokesman returned to the area of standardization. He called for standardization based on USOE standards so all states would have the same evaluations and tests. "I say that," he said, "because, according to TEC, migrants have gone from Texas to 39 states."

The answer was that the problem of standardization involves state legality or curriculum, even textbook adoption. "In Texas," a spokesman said, "we are not going to a school district and say 'this is the test we are going to use.'"

# DISCUSSION SESSION ABSTRACT

## MIGRANT EDUCATION
## GROUP C

Discussion Leader: Anne O. Stemmler, College of Education, University of Arizona, Tucson, Arizona.

The moderator said on opening that one thing that concerned her personally was the hard-lined program that will be taught—the actual day-to-day learning experience. She said she wanted to know how different they were, whether they were suitable, and whether the teachers are getting through. Other areas she stressed were parental involvement, nutrition and health. Another thing she said concerned her was the curriculum and how different it should be. She pointed out that a very interesting program in New York was killed by Puerto Ricans on the grounds of segregation.

A spokesman said he thought the program was more an activity type rather than a straight academic program, based on trying to give the children experiences beyond the classroom. Another spokesman said that in Minneapolis it would be easy to take children to the theater, illustrating the cultural, but that to do so would be giving the children an experience beyond their grasp. A more relevant experience, he said, was taking children out into the field in a sort of science activity. The children collected flora and fauna, brought them back into the classroom, looked them up in the textbook, made clay molds, painted them and took them home.

The moderator said one thing typical of disadvantaged children is that they look but do not see, hear but do not listen. She said she thought this type of experience was very relevant—that the children observe what is marvelous, interesting and useful in their own range of experience.

Another spokesman said that with all the fine material available, his major concern is what happens to the material when it is put in the hands of a teacher who has little or no sensitivity for students.

The moderator said that was the brass tacks of the situation because the real program is what the teacher is doing in the classroom—which may or may not have anything to do with what the prescribed curriculum is.

The moderator told her difficulties in setting up a teacher training institute and getting the program back into the classroom once it had been taught in the university-based setting. She said she thought teacher training institutions had done a poor job in preparing teachers at the undergraduate level. She said she was teaching something in a doctoral seminar that ought to be in at the junior level—task analysis for primary level tasks of reading. She urged a strong team of consultants out in the field—not a one-shot consulting run—but every week on-station teaching the children. Nothing convinces a teacher faster, she said, than seeing someone else come in and do a first class job with the children on five minutes notice. She criticized the hit or miss operation. If something works it is retained. If it doesn't it is discarded or else retained because no one can think of something to replace it. There is no sequencing. The teachers don't know why something works and why something doesn't.

The moderator said one of the things the retarded reader can do is read his name. "He can spot it anywhere. It's ultimately fascinating to him. Why are we missing the boat? Actually this is the self concept."

A woman spokesman said the situation was appalling. "We had students coming in from October on. I might," she said, "start a class with 15, grow to 35, then suddenly go back to 15. I used to go home and cry. I couldn't do a thing for them. Now there is a difference. I can't argue for integration because I've seen both situations and we are doing so much more for them and they are really enthusiastic." Another spokesman said it all goes back to the teacher who puts dignity into the child. Another said it is not just a matter of integrated or segregated program. "You can have integration of bodies but segregation of atmosphere and all of this." And segregation from the teacher, the moderator added.

The moderator said she didn't care how good the materials were—they are rotten in the hands of an inexperienced or poor teacher. I don't care how good the teacher is. She is handicapped if the administrator does not support the program.

# DISCUSSION SESSION ABSTRACT

## MIGRANT EDUCATION
## GROUP D

Discussion Leader: Nick Rossi, Consultant, Education of Migrant Children, Denver, Colorado.

In answer to an opening question, Mr. Rossi said that a national transfer of records system is still under scrutiny. We're trying to press for one, he said, but he said he didn't know whether it was going to happen or not.

A spokesman said he would like to hear from educators the positive value of migrant problems, saying that the negative aspect of segregation is awful.

The moderator said that in Colorado when migrant children arrive (85 percent from Texas) that they are put in the classrooms with all the other children and enjoy the same rights and conditions. "We insist they be together," he said. But, he added, that Colorado did use aides with the Spanish surname children. A questioner asked that if segregation is not a true situation in Colorado, where was it true. Several answered, "in Texas."

A Panhandle superintendent said in his school the first two grades have segregated classrooms, but that from then on through the eighth grade the children are in regular classrooms, but are pulled out for added instruction in small groups. Another said her children were segregated in classrooms as migrants, but not on the campus. They participate in such things as music programs and PE. "There is nothing sadder," she said, "than the child who comes in late in the year and leaves early and is placed in a regular classroom like we did for years and years."

A Texas Department of Education spokesman said he was always looking for a better solution. "We've been criticized quite a bit, but we have not received any better solutions from the people doing the criticizing. Give us a better solution if you can." He also pointed out that segregation can have two meanings. Most think of the word in connection with a practice that stands for something other than the child's good, he said, but they can be segregated for their own good, also.

The moderator said that Texas and Colorado do not have similar problems. When the children come into Colorado there are so few that one or two go to the second grade, two or three go to the fourth grade, and they are placed. "They really don't create the havoc they do when they all show up in McAllen in October. We can assimilate them much more easily than it can be done in Texas."

Another speaker said that many of the teachers going into migrant work are some of the best teachers, doing some of the best work, spending many hours above and beyond the call of duty. Another said in many classes migrant children have trouble relating to a teacher with whom they can share no cultural background. This is not unique to any state, it happens all over the country, he said.

Another speaker said he could think of nothing more cruel than to take a scared child going into a strange language situation and expect him to learn it or die. He said he saw no harm in segregating the children on the basis of language until they can begin to "touch ground."

Someone else suggested the problem of relating is not necessarily because the teacher is not Mexican American, but because the teacher does not have the right attitude toward the Mexican American. A child, the speaker said, can relate to an adult regardless of what she is.

A teacher spoke up. "I teach migrant children and I don't speak Spanish. We don't have any trouble. I can't pronounce Spanish words and they think that's pretty funny. And I understand their problems because they can't pronounce some English words. I think this: If a teacher goes into a migrant classroom and does not have the right attitude, she is going to have a horrible year. They either like you, or they don't like you, and you have to prove to them first that you like them. And if you don't like them, you might as well get out because they're going to make you miserable."

Someone else said there is a significant debate being raised now in Washington that should be raised in the districts: Educate the migrant child—yes. But for what?

Another agreed. Not why do we teach them but what do we teach them for?

Another spokesman said, "I think the purpose of education is to make them reason and decide for themselves what they want out of life. I try to get the child to know by the time he gets out of high school where he would like to go."

# A Hot Line To Tomorrow

Abstract of an Address By
**James A. Turman**
Associate U.S. Commissioner of Education
For Field Services
U.S. Office of Education

**GOVERNOR FARRIS BRYANT** made a statement before the Education Commission of the States Conference last May in Denver which has loomed larger and larger in my mind as we have gone about the day-to-day work of getting the Model Cities Program "off the ground"—and which I am now convinced must be our motto and our standard. He said:

> *"In a world of three dimensions, with its leisurely and comfortable evolution from one stage to the next, there was a time to gather around the pot-bellied stove to discuss the few changes that the next several years would bring, time to debate the pros and cons of different courses of action, time to adjust to changes in ways of life, the way one adjusts to an occasional new pair of shoes which are basically the same size, the same fit, as the old pair. But in this day in which the intercontinental missile is but a symbol, in which the great antagonist is changing times, for which we are not prepared, leisurely adjustment is no longer compatible with progress—or even survival. We don't need a hot line to Moscow nearly so bad as we need a hot line to tomorrow, and that can only be found in the minds of men!!"*

**AS EDUCATORS,** we must finally question our own individual integrity—and ability—to face what we must ultimately accept: that the only constant factor with which we now work is change itself.

**EACH AND** every one of us must question ourselves. Have we been truly honest in our efforts to hook up our own "hot lines" to tomorrow? This day—today, the lives we now live, and therefore know, are all too often inadequate for tomorrow—for we have failed to face, and to plan, past today. Still, today is all too often so much easier to face than the unknown of tomorrow.

**OR IS** it?

**I STOOD** on a peaceful Virginia hillside just two weeks ago and watched the great gray pillars of smoke rise and billow above our Capital City.

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**I WATCHED** Washington burn! That day was not an easy day to face!

**OTHER CITIES** have burned, and I fear that there will be many more before we are all able to hook up a strong enough "hot line to tomorrow" to meet tomorrow's needs before they too seethe and simmer and finally burst into the flames of all our cities—leaving those who survive with nothing but the swiftly cooling ashes of a once great Nation!

**OF COURSE,** we have begun the process of hooking up this "hot line." We all think that in one way or another we, as educators, are involved in this process—and yet, I wonder! Still, there is no man or woman in this land who would call himself "educator," or "teacher," who can ignore the need, or resist involvement in such opportunities as the Model Cities Program.

**THE MODEL** Cities Program provides grants and technical assistance to help our people in our cities to plan, to develop and to carry out all-inclusive problem-solving programs.

**SEVENTY-FIVE** cities were identified for the initial demonstration programs. By June, approximately 70 more cities will be added to the roster. The first 75 are now planning, at the local level, how each individual city can best coordinate all available Federal, State, local, and private resources in a concentrated attack on the interwoven tapestry of factors which have contributed to, and which have finally caused the urban American slum.

**EDUCATION** is one of the most critical foundation blocks upon which a Model Cities Program must be built. Much had been learned in the past few years, and a great deal more has been said (too often, I regret, in terms of unrealistic or unusable generalities) about "upgrading the quality of education provided in an impoverished environment." We must have projects and activities which, when their full impact is realized, will bring the educational performance of disadvantaged children up to the levels prevailing in the community or metropolitan area.

**IF EDUCATION** is to be a major and useful component in this concentrated effort, the educational system must provide every child and every adult the opportunity for maximum fulfillment. We preach equal educational opportunity and at times we even work for it. If model neighborhoods are to become a reality, we must be honestly committed to this notion.

**RATHER** than generalize further, I would like to outline briefly sections of a report from Dr. Peter Mousolite, one of our Regional Assistant Commissioners, in which he defines several possibilities for meeting the problems of urban areas.

> **"EVERY MAJOR** *City should have a metropolitan council to serve as a logical focus for educational, health, transportation, and land-use planning. The first task of such a council is to take inventory, both of needs and of resources, including manpower studies.*
>
> *A data bank should be created and updated continuously to permit agencies and institutions to plan ahead and to anticipate problems rather than respond by reflex action to crisis situations.*
>
> *There should be "Opportunity Centers" for testing, counseling and guidance services which are open to persons of all ages.*
>
> *We have too long expected those in need to come to us for services. We must go to them! The mobile unit, appropriately furnished with materials, equipment and trained staff, can reach the low income and ghetto area population.*
>
> *If there is no school lunch program, how can one be initiated?*
>
> *If there are no services for youth with eye, teeth, and other problems, may Title I ESEA funds be applied?*
>
> *If teachers are not qualified, are support sources for inservice training available through the Education Professions Development Act?*
>
> *If jobs are needed, how can the resources and staff of the MDT Programs be utilized?*
>
> *If adult education is needed, can Title I, Higher Education Act Resources and Staff be helpful?*
>
> *In dealing with problems of the handicapped, migrants, dropouts, etc., how can Titles III and VI of ESEA, or Title I resources and staff be utilized?*
>
> *If junior colleges and vocational education institutions are needed, are vocational, HEFA and office of construction services and staff available?*
>
> *Where libraries are needed—involving acquisition of materials*

> *and cooperative ventures—can Title II of the Higher Education Act and staff resources be made available?*
>
> *If dissemination of information on student financial aids for our post high school youth is relèvant, and we think it is, can the talent search program and staff be utilized?"*

*IT IS ONLY* a beginning—but, it is a beginning!

*"AND IT IS* a very real part of the "connection" which must be our hot line to tomorrow."

# JOINT DISCUSSION SESSION ABSTRACT

## URBAN EDUCATION GROUPS A,B,C AND D

Discussion Leaders: Roy A. Westerfield, Executive Officer, USOE, Department of Health, Education and Welfare, Dallas; M. A. Browning, Director, Bureau of Adult and Vocational Education, USOE, Department of HEW, Dallas; Harold H. Coley, Program Officer, Model Cities, USOE, Department of HEW, Dallas; George H. Blassingame, Program Officer, Adult and Continuing Education, USOE, Department of HEW, Dallas.

Theme of the joint discussion session was confined mainly to the Model Cities Program. Dr. James Turman, Mr. Westerfield and Mr. Coley made brief addresses, discussing separate phases of the Model Cities Program, relating their remarks largely to the benefits possible in target areas for Mexican Americans and other minority groups.

All three presenters stressed the role of state and local educational agencies in the Model Cities Program.

Stress was laid on this particular phase because most of the funding for Model Cities projects will come from grant-in-aid programs administered by state agencies.

The brief discussion session following the presentations was confined largely to the severity of the problems of the poor.

# Prototypes For Educational Excellence

Abstract of an Address By
**Nolan Estes**
Associate Commissioner For
Secondary Education
U.S. Office of Education

**MOST OF US** were still students some 35 years ago when President Franklin Delano Roosevelt challenged the imagination of our Nation in his first inaugural address with the simple and yet profound statement: "All we have to fear is fear itself." It is impossible to adequately compare those dark days of the Great Depression with the circumstances today. But many are pointing to the trials of 1968 as the greatest our Nation has ever faced.

**THESE ARE** indeed fearful times. We cannot open a newspaper or listen to our TV or radios without wondering where we are going as a Nation. Those of us who are educators are fearful too, as we hear of political and parent dissatisfaction with what we have been doing. We are fearful of the new power and demands on the part of minority groups. Those of us who are administrators may be fearful of the new power of teachers. Those who teach may be fearful of the new technology and new knowledge, afraid that their skills and methods will be dated. And all of us are sometimes fearful of the challenge of excellence.

**COMMISSIONER** Howe has said on several different occasions, that today "education, as never before, has been placed in the National spotlight." During the past few years, educators have been pulled from a relatively unobtrusive spot in the wings to center stage. We've been forced to perform as main characters in a social drama without rehearsal while the script is still being written. And if that is not difficult enough we have a number of prompters in the wings who keep telling us which way we should go and what we should be saying. It seems as though everyone is an expert on education today. Politicians from Capitol Hill to City Hall frequently view with alarm the failures of our public schools, and only infrequently point with pride to some of the progress we've made. Daily we read articles by national authorities pointing to the failures that we have in our schools.

**WE MUST NOT** let these criticisms and anxieties grow into self-fulfilling prophesies. We must and can move ahead despite the obstacles. We must spell out a forward-looking program which will insure advances in education during the next ten years. I would like to speak to the points that I think need attention in American education if we are going to make the quantum jumps that are necessary to improve education for all children of all people.

**FIRST,** as we learn more about the learning process, all indications are that early childhood education is an area of highest priority. Particularly as it relates to poor children the evidence is quite clear: If we are to make any appreciable headway, we will have to reach children well before the present school entrance age.

**DR. JOHN FISCHER** of Columbia Teachers College puts it this way: "There is substantial evidence that the level of intellectual capability young people will achieve at 17 is already half-determined by the age of four, and that another 30 percent is predictable at seven years."

**BENJAMIN BLOOM** has further amplified the evidence relating to achievement. Seventeen percent of growth in educational achievement takes place between the ages of 4 and 6, he reports, and longitudinal studies of educational achievement indicate that approximately 50 percent of general educational achievement has been reached by age 9.

**THIS MEANS** that any community which seriously wants to improve its children's opportunities will start them to school early. In terms of sheer economy, it can be shown that the earlier the investment in systematic intellectual development is started, the greater will be the rate of return.

**THESE** research findings suggest that we must provide a young child with a program which accepts him, his language, his customs, and his family. The concept of the self-fulfilling prophecy warns that if any part of a child's total being is considered unacceptable or inferior, his achievement will match the expectation.

**THE PROGRAM** must recognize that a young child and his language are inseparable. We cannot tell a Mexican American child to forget Spanish without, in effect, rejecting him as a person.

**IN THE** Follow Through program being developed in Corpus Christi, Texas, one of the most promising projects for teaching these children is in a bilingual atmosphere. However, we suspect that the overall quality of personnel in these programs may prove in the end to be far greater than the methods that are applied to them. I would suggest not that we tailor our programs to meet the needs of this particular group but that we also build into the program the flexibility that will be necessary to teach each child at his own rate and in his own way.

**MY SECOND** point is that if we're going to make quantum jumps in education during the next ten years, we're going to have to give more than lip service *to individualization of instruction.* We know, we accept, we talk about the fact that individual pupils differ when they arrive in school. They differ in terms of their cultural background, their social and economic background, their families. And yet if we are really honest with ourselves, if we tell it like it really is, we have to admit that for the most part, our operating school philosophy fails to reflect this knowledge.

**FOR INSTANCE,** we continue to group the kids according to their birthdays even though we know that age has very little bearing on a person's ability or on his performance. We march kids to a lock-step system, a predetermined curriculum, even though we know that the range of achievement in any grade level is as great or greater than the number designating that grade. We then proceed to mark our children by comparing them with members of a group, rather than comparing them with their own ability, and their own achievement. If the child lags behind, what do we do? We apply our stretchers. The first thing we are likely to do is add another hour of the same sort of instruction to an already full six-hour day. If the additional hour of remedial instruction at the end of the day doesn't work, then we are likely to recommend three months during the summer. If that doesn't work, then we are likely to fail the child.

**THERE IS** nothing so unequal as equal treatment of unequals. Equal opportunity does not mean identical opportunity. Programs that we develop must not only recognize and accept differences, but we've got to realize that the better we teach our children the greater these differences will become. This requires, it seems to me, that we break out of our 2 by 4 by 6 curriculum that is contained between the two walls of textbook covers, the four walls of a classroom, and six periods of the day into a program that permits each child to move at his own rate, in his own way. We must break from the 3 R's, restraint, regurgitation, and rote, to a program that is made up of 3 I's, ideas, inspiration, and innovation. We've got to diagnose the needs of individuals and then prescribe from a number of learning alternatives.

**I WOULD** like to call your attention to the Individually Prescribed Instructional Program in Pittsburgh. This has been in successful operation for about four years now. It provides for diagnosing individual needs, prescribing a personal work plan, and allowing each student to follow his own learning pace. Although findings from this program are incomplete, and tentative, they are nonetheless impressive. In many instances, students who have been in this program for 3 or 4 years have made 2 to 4 years more progress than their fellow classmates in lower grades. Thousands of schools at this time are investigating IPI with the idea of implementing it in the near future.

**THIRD,** our schools must become bridges to the world of work. Schools must provide the transition to the next step, whether that next step is to a job, to college, or to additional training. We've long recognized the need for occupational education for doctors, for dentists, for lawyers, for engineers. I think it's time we recognize the need for quality occupational education for everyone.

**OCCUPATIONAL** programs must be developed which will not only end the student's isolation from the world of work but help him enter that world. Every high school should have a job placement staff member as part of its guidance team. Business and industry will need to have much greater input into curriculum development.

**MORE** work-study arrangements must be developed which recognize that work outside the school is a learning experience.

**MY COLLEAGUE** Grant Venn, Associate Commissioner for Vocational Education, makes the point that until about 20 years ago there were two school systems in this country. One was the formal educational system normally identified as a school. The other was the farm, the plant, the factory, or the business where skills and knowledge were acquired through practice and trial and error. Today, however, that second system of education is largely closed unless the first, the formal school, has been successful. Grant maintains that we must recognize the fact that work experiences are just as educational as formal school training. Further, we must devise effective ways in which to translate work experiences into academic credits.

**I BELIEVE** we should investigate the possibilities of programs in which we pay children to stay in school, or at least enable them to earn while they learn. Many dropouts will return to the classroom if it means the chance for a job and some money in their jeans. We're going to have to do a much better job in the next ten years than we've done in the past answering the very difficult question: What are we doing about the 80 percent of our young people who do not go on to get a college degree?

**FOURTH,** if we're going to move ahead, our schools are going to have to become self-renewing enterprises. They're going to have to become teacher training and retraining enterprises, and training enterprises for a variety of personnel. It seems to me that this is a most logical step in that the most essential and necessary components for a teacher training program exist in the schools. Our schools offer a much more practical setting for training than a college campus. They have experienced teachers but they also have the community interaction necessary to make the training experience realistic. We know that we learn best by doing. The fact is that teacher training can be conducted in a real setting and be much more effective than in the past.

**IT SEEMS** to me that the school is a logical place to be a training center for teachers because it has a major source of untapped manpower. I'm talking about our master teachers who have been largely unused in the past in the training process. These are teachers who have exhibited all the characteristics of quality teaching.

**AS SCHOOLS** begin to assume a major responsibility for teacher training, I think it's important that they start to broaden their scope to attract interested people from all walks of life in this self-renewing process. These individuals might serve part-time or on a full-time basis, for one, two, or more years. This would be an activity similar to the Peace Corps. This school service corps would serve under tutoring of master teachers—managers of learning—while extending the commission of volunteer service. Our teacher training institutions in our colleges and universities also are working at this business of change and improvement. In fact, our newest piece of Federal legislation, the Education Professions Development Act, is providing additional funds for colleges to create and to improve, to innovate, to change their programs to meet the needs we're facing. In many instances staff development programs can and should be developed in combination with universities. As schools get into the training business we will not be as concerned as we have in the past with teacher training. The schools will be recreating good teachers all the time.

**FIFTH,** if we're going to make the kind of progress that we must make if our way of life is to continue, then we're going to have to pay more attention to the school outside the walls. We must focus attention on those programs that influence school activities. Youngsters spend six hours a day in school and about five days a week. For better or for worse the other twelve waking hours are spent outside the school. And unless we move to influence the other twelve hours, unless we make arrangements so that the other waking hours reinforce or at least do not work against what we do in the schools, even the finest class, even the best school, is not going to make much progress toward improving achievements. The National Commission on Civil Disorder Report suggests that the recent riots reflect, in part, the failure of schools to come to grips with this problem. As schools stress administrative efficiency, as they press for cost-cutting and saving programs, they become more depersonalized, they become more isolated from the individuals in the community. According to the report, local community institutions have largely been turned over to the experts to be influenced by only a few. We're suggesting that the schools broaden their role to become community centers, community centers which would include at least four components: (1) An education component serving preschool children, adults, and senior citizens, (2) a recreation center—the school must open its door for 16, 20, perhaps 24 hours a day, 7 days a week, 12 months a year, (3) a social service center. A center for health services, welfare services, psychological services as well as employment services, (4) Our schools must also become centers for community action. People must be brought in to help them and us come to grips with some of the problems in the community that affect the achievement of pupils in schools. This means that parents, then, are going to have to be in the schools, they're going to have to be interested in the schools, they're going to have to be informed about the schools and participate in a meaningful way in the decision-making process.

**SIXTH,** we're going to have to find ways to gain strength from our differences. Both within our country and the community of nations we are very much aware of the conflict of our cultures. The tensions that underlie these social variations offer, on one hand, the greatest threat to the future peace of our world. On the other hand, they offer one of the greatest challenges for civilized society. I know that you are aware of the fact that vitality born of cultural tensions has throughout history stimulated individual groups to greater achievement. Our own great American society owes much of its vitality to the tension of human and cultural differences.

**THE GREAT** challenge facing America today is whether we will continue to operate at the level of conflict of cultures or whether, instead, we shall respond to the challenge and move toward a confluence of cultures, the theme of the San Antonio Hemisfair. There's a great danger, I think, that the confluence of cultures that we speak of will be seen in too limited a field. Culture is more than an art; it's more than a sport; it's more than music; it's also aspirations and values that are expressed by individual men of different languages. Culture is more than a diet and dress. It also is the feelings of hurt and pride which men carry and pass on to their children. The culture of the educated is different from the uneducated. If we want to make progress, our job must be to prepare all of our children to live creatively in a cohesive society. We must struggle against producing another generation of young people who know how to interact only with their own social and economic group. We must prepare students to have the type of positive self-image and the skills of communication to cope with the challenges of our diverse society. This will require strengthening the respect which individuals have for each other. This will require them to strengthen the respect which they have for their own group. The activities that we've outlined today, I think, will go a long way toward contributing to these ends. But education of children in isolation from the cultural diversity of other children will never produce the creative influence which is necessary if we're going to gain strength from our differences. We must study together, we must explore together, we must become bilingual. But as Mrs. Lyndon Johnson said in her opening Hemisfair statement, "In these troubled, tragic times we need to remember that we are moving forward. This land is our land; it belongs to all of us. It's ours not to tear apart, but it's ours to keep strong." Repeating these ideas in her farewell speech to foreign editors, she added these words, "Our tears for our troubled country are deep. But deeper still is our ability to meet and master man's basic problem: How to build new peace."

# Bilingual Demonstrations

## MIAMI LINGUISTIC READING PROGRAM (FLORIDA)

Presented by: Paul W. Bell, Supervisor of Bilingual Education for the Dade County Public Schools, Miami.

The goals of the program are to provide a beginning language and reading program for first and second grade non-English-speaking or "language handicapped" pupils.

Implementation of the programs in first and second grades in schools with non-English-speaking population includes use of the Miami Linguistic Readers Series 21 pupils' books, 16 teachers' manuals and seatwork booklets and two Big Books. All have been introduced in 50 Dade County Schools as a basal reading and language program.

In operation since 1964, the program was begun with a Ford Foundation grant in the urban Miami area.

Approximately 2,500 children aged 6-8 are now involved in the program, in Grades one and two.

All kinds of grouping practices are employed, with both graded and ungraded organization to be found in the 50 schools utilizing the program. Where the number of non-English-speaking students warrants, self-contained classrooms are created.

Methods of instruction include modern foreign language teaching techniques and second dialect teaching techniques combined with traditional and innovative reading techniques.

Teachers in the program are typical first grade teachers. Special inservice education is offered but not required.

Also, the elementary schools and the junior and senior high schools offer special classes in Spanish for native Spanish-speaking pupils.

The program, Spanish-S, is designed to help the native speaker of Spanish develop and expand his level of literacy in his native language and develop an appreciation for his cultural heritage.

During the 1967-1968 school year almost 10,000 Spanish-speaking pupils were enrolled in Spanish-S classes. All classes are taught by native speakers of Spanish.

## BILINGUAL DEMONSTRATION WITH CHILDREN GRADES 1-4
## (TEXAS)

Presented by: Harold Brantley, Superintendent United Consolidated Public Schools, Laredo.

Use of two languages as a medium of instruction for children in grades 1-4, providing experience through which all children may learn to be proud of their heritage, their total culture. This is attempted in a unit presentation which has continuity through grades 1-4. The unit enables Spanish-speaking pupils particularly to improve their self concept, self image and enables them to identify themselves with people from their own ethnic group. At the same time it gives the native speaker of English an opportunity to learn more of other cultures which have permeated our own culture.

The children are taught there were established communities, universities, hospitals and printing presses in the New World before the Pilgrims landed at Plymouth Rock. They learn the names and the great contributions of these seldom-mentioned men who are often omitted from history books. These men were not transients, nor adventurers, but true pioneers. Pupils learn, for example, that Lorenzo de Zavala, born in Mexico, led to the creation of a new nation—Texas. They learn that Ignacio Zaragosa, born in Texas, is a national hero in Mexico.

## BILINGUAL CURRICULUM DEVELOPMENT (FOREIGN LANGUAGES INNOVATIVE CURRICULA STUDIES)
## (MICHIGAN)

Presented by: Ralph Robinett, Director of the Bilingual Curriculum Development Program, University of Michigan, and Jim McClafferty, also of the University of Michigan.

The goals of the program are to develop and encourage the use of ESOL-SESD type materials and procedures for linguistically handicapped, to develop and encourage the implementation of programs in standard Spanish as a second dialect.

Goals are sought through the production of teacher guides in English and Spanish, conducting local inservice training of teachers, and providing consultant services.

Six hundred students are involved now in grades preschool through 12. At the primary level, there is no special grouping of students; at upper elementary and secondary, there is special grouping for language arts.

The program is adapted for individual needs of students through informal and formal language surveys, so problems can be identified and relevant target features stressed.

Teachers participating in the program are regular classroom teachers selected on the basis of interest in working with linguistically handicapped. Inservice education activities include problem analysis, applied linguistics, and techniques for evaluation.

## PRIMARY BILINGUAL PROGRAM (CALIFORNIA)

Presented by: Eleanor Thonis, Director of the Yuba County Reading-Learning Center.

Goals of the program are four-fold: Literacy in Spanish, Growth in Oral English, Acquisition of Concepts, and Improved Self Esteem for Spanish-speaking boys and girls.

The center staff works toward these goals by teaching reading in Spanish; presenting English orally; providing experiences with Spanish as a mediator; and accepting, appreciating, and encouraging pupils.

Fifty students are involved in the program in kindergarten-grade three (one school) and kindergarten-grade four (the other school).

The program is ungraded. All Mexican American children participating speak Spanish at home. A few pupils understand some English, but use Spanish to express their ideas.

To adapt the program to the individual needs of the students, bulletin

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boards are labeled in Spanish; teachers are employed who are competent in both English and Spanish; concepts are taught using Spanish as the mediator for meaning; and reading skills are first introduced in Spanish.

The program utilizes the customary primary methods—sensory experiences, exploration, observation, variety of materials. Much praise, encouragement, and pride are offered.

## BILINGUAL PROGRAM DEMONSTRATION WITH CHILDREN FROM SAN ANTONIO (TEXAS AND NEW YORK)

Presented by: Elizabeth Ott, Program Director, Language-Bilingual Education, Southwest Educational Development Laboratory, and Josue Gonzalez, Director, San Antonio Demonstration Center.

Goals of the program are: a) to develop, field test and refine a curriculum in language and reading for the elementary grade which will equip children of the target population with communication skills in standard English dialect through which they will be able to participate successfully in the academic setting. For those of French or Spanish language background, skills will be developed in the native language as well, thereby providing a sound bilingual education; b) to make the program available through demonstration and dissemination to schools serving populations which have similar characteristics and needs.

The program plans to 1) produce the curriculum and materials for a bilingual and bidialectic language program, Grades Pre-K through 6, which will develop skills in using the oral and written forms of the languages; 2) validate the curriculum materials at various stages of development at several field-test sites; 3) train a corps of teachers to field test the curriculum materials; 4) provide consultative and supervisory assistance to local districts serving as field test sites; 5) assist other laboratory programs in developing appropriate techniques for demonstrating the curriculum.

A total of 4,560 students are involved in the program in grades K-4, ages 5-10.

Individual pupil progress is developmental and geared to the learning rate of the pupil. Predetermined standards for "pass-fail" are not used as a basis for promotion. Pupils move progressively through learning experiences sequenced for gradual but systematic development of concepts and language. Instruction in Spanish is given in subject fields; time allotments are equated with English instruction.

## ADAPTATIONS OF MIAMI LINGUISTIC MATERIALS (NEW MEXICO)

Presented by: Henry W. Pascual, Director of Bilingual Education, New Mexico State Department of Education.

Goal of the program is to impart English Language skills to Spanish-speaking and Indian-speaking children in grades 1 and 2. To accomplish these goals, the language arts program is implemented following linguistically-oriented materials and English as a Second Language methodology.

The New Mexico program is an adaptation of a Dade County, Florida, Ford Foundation project in five selected Miami schools.

Two consultants assist teachers in implementing the program and to develop supportive materials for language development.

Much audio-visual material has been developed to accompany each Miami Linguistic Reader. Songs are used to reinforce basic content. Oral language development is assisted through role playing. Oral skills are also developed through guided practice, role playing, pattern practice, contrastive analysis and practice through minimal parts.

Consultants from the Dade County Public Schools and from Edinburg, Texas, visit the program periodically to share ideas and evaluate efforts.

# Migrant Demonstrations

## REGIONAL DEMONSTRATION PROJECT FOR MIGRANT EDUCATION (CALIFORNIA)

Presented by: Frances Lopez, Curriculum Coordinator, Regional Demonstration Project for Migrant Education, Merced, California, and William Stockard, Chairman of the Subcommittee on Migrant Education, California Commission on Compensatory Education.

Goal of the program is to build a model structure of regional dimensions for development of comprehensive educational programs for all members of the migrant family.

Achievement of these goals is sought by using multifunding and promoting inter-agency cooperation and coordination of funds and services. The Project has helped to establish Day Care Programs, programs of supplemental instruction for school-age migrant students during the regular school term and in the summer, and educational programs for migrant parents.

Students involved total approximately 1,575. Age and grade levels served include youngsters 3-5 in Day Care programs, students 6-17 in grades K-12 in programs of supplemental instruction, and programs for the adults.

A fundamental premise of the program is for the migrant student to be instructed in a situation enabling him to interact with resident children in a multi-ethnic, cross-cultural setting at the same time he is receiving attention to his special needs. Thus a variety of grouping practices is employed, ranging from one-to-one tutoring to small group instruction within the regular classroom as well as external to it.

Supportive personnel are added to the schools to assist in coping with the migrant impact.

Health and nutritional services are considered a vital element. Arrangements are made for health care and for the serving of hot meals.

## MIGRANT COMPENSATORY EDUCATION PROJECT (CALIFORNIA)

Presented by: Richard C. Parker, Director of the Project, operated in Cutler-Orosi Unified School and Woodlake High School in California.

The goals of the program are to provide paid work experience during the school year and the summer to prevent dropouts and stabilize migrant movement; to provide a curriculum tailored to the needs of migrant students and including special counseling and recreational opportunities.

It includes an intensive work experience program, in which tutorial and student aide projects, special curricular offerings, special counseling sessions, and additional recreational experiences, are joined to encourage children of migrant workers to continue their education.

A total of 333 students in grades 7-12, aged 14-21, are involved in the program.

Class grouping is homogeneous, non-segregated, with small class size and individualized instruction. Attempts are made to provide curriculum appropriate for the educational attainment of the student at the time he enters the program.

The school year for the participants has been lengthened to include a double summer session (12 weeks). Transportation for tutors and student aides is provided. Each student's schedule is tailored to his individual needs.

## TEXAS MIGRANT EDUCATIONAL DEVELOPMENT CENTER (TEXAS)

Presented by: Joseph Cardenas, Director, Texas Migrant Educational Development Center of the Southwest Educational Development Laboratory, Austin, Texas.

Goals of the program are to develop (1) new instructional methods and techniques based on research and adapted to unique backgrounds and needs of migrant students, (2) new instructional materials systematically designed, tested, and refined through cycles based on research and evaluation, (3) new applications of technology and instructional programming which may be "transported" with migrant students, and (4) new staff development programs to prepare teachers and teachers of teachers in the application of new methods of instruction and use of new materials.

At the request of the Texas Education Agency, a study will be conducted by the Center to evaluate the Texas migrant education program in operation now.

Decisions relative to needs, problem priorities, and operational strategies which grow out of research and evaluation, may result in planning decisions to begin curriculum development activities during the initial funding period. The Center will begin the development of valid and reliable tests and other instruments for measuring cognitive development, self-concept, and social adjustment of migrant pupils. The Center will begin prototype staff development programs appropriate for its objectives. As the program of the Center develops, provisions will be made for training key state education agency staff, selected local school district personnel, Regional Education Service Center personnel, and selected educators of teachers from colleges and universities when appropriate and necessary for implementation.

Involved in the program are 85,000 migrant students, aged from 3 and including adults. Both rural and urban schools are in the program.

# Urban Demonstrations

## EL PASO JUVENILE DELINQUENCY PROJECT (TEXAS)

Presented by: Sal Ramirez, El Paso Juvenile Delinquency Project; Roberta Wilson, Research Director.

The Project, in its second year of operation, is designed to demonstrate methods for assisting Mexican American youth and adults in four selected target areas in the barrios of South El Paso. The assistance is aimed at increasing the ability of the target population to realize, cope with, and find solutions to many problems which result from living under conditions of poverty, isolation, powerlessness and deprivation. The Project is constructed as a comprehensive endeavor dealing with major influential factors which are thought to motivate a Mexican American youngster toward deviant behavior.

Demands are made on these youngsters in the educational field which are neither realistic nor relative to the role which he plays in real life. He is not able to relate to educational goals which presumably have been set up *for* him but which were conceived and are oriented in terms of "the good life," "the American Dream." What few problems that the Mexican American child does not already bring to school with him, are created for him within the institutional structure.

The project staff has determined and attacks five major problem areas, all of which provide sources of negative influence on the psychosocial development of the low-class, poverty-stricken Mexican American youth of El Paso. These problem areas relate to the following: 1) family life, 2) cultural conflict, 3) education, 4) negative self-image, 5) Lack of ability to remedy problems in the four other areas.

## HIGH SCHOOL PROGRAMS (TUCSON) (ARIZONA)

Presented by: Adalberto M. Guerrero, Lecturer, University of Arizona.

The goals of the Spanish for Native Speakers of Spanish program are to increase self-respect and create a more positive self-image in the student; to teach students about their Spanish cultural heritage; and to develop the linguistic ability of the native Spanish speaker.

To help accomplish these goals, special classes for special interests are offered; for example, a class in shorthand in Spanish, and a class in folksongs in Spanish.

A total of 326 students, aged 14-19, take part in the program. Special scheduling during the normal school day is required. The level of instruction in some courses is at the university level.

The Pueblo Enrichment Program's goals are to enrich the experiences and horizons of children who have had limited contact with typical middle class concepts that are assumed to be a part of the background of all children; to increase the children's self-respect; to improve basic skills needed for success in school.

Approximately 350-400 children take part in the program. Grade levels involved are the 9-12 year group and the 14-20 year group, all of whom showed deficiency in basic skills.

Reading materials of high interest but low in reading frustration are employed. Pupils are encouraged to talk instead of being "hushed up." Programs are individualized and pupils are encouraged for the smallest effort. Much counseling of individual students is used. On-the-Job Training on a part-time basis is provided.

# Concurrent Sessions

## TEACHER CORPS: MIGRANT (CALIFORNIA)

Presented by: Patricia Cabrera, Director, and William Encinas, Coordinator of Community Involvement, both of the Teacher Corps (Migrant) Project, University of Southern California.

Goal of the program is to help low income families break the cycle of poverty by means of effective education, thus increasing opportunities for upward mobility. At the University of Southern California, Teacher Corps is divided into two areas of concern: one for the urban ghettos, the other for the rural-migrant communities in the fruit basket of California's Northern Tulare County. The poverty-stricken in this area are mainly Mexican American.

To accomplish this goal, educational "shock troops" are used composed of highly selected college graduates in USC's Teacher Corps training program. They are becoming expert teachers of the poverty-stricken Mexican American. In doing so, they are proving to be catalysts for change.

The group is divided into five teams of five interns, each group working with a team leader experienced in dealing with the disadvantaged child. The University developed special courses and training procedures for immediate application.

The University staff is experienced in working with problems affecting disadvantaged children and communities. Teachers selected as team leaders have at least three years' experience teaching in poverty area schools. Interns doing observation and directed teaching work closely with selected and empathetic teachers.

The first phase of the program consists of 12 weeks of courses, including psychology and sociology, the teaching of English as a second language, and Spanish, all on the university campus.

One phase of the program has an inservice segment in which the interns work three days in the school, one day in the community, with one day for course work in pursuit of teaching credentials and a masters in education. The University flies its staff to the area on the days work is done in the target community.

## SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY ORAL LANGUAGE PROGRAM

### (FOUR STATES)

Presented by: Paul V. Petty, Executive Director of the Southwestern Cooperative Educational Laboratory.

Goal of the program is to create and adapt innovative linguistic oral language materials for use with specific Southwestern cultural groups where English is not the native language of the student entering the first grade.

To accomplish these goals, the Oral Language Program is incorporated into SWCEL's Integrated Plan which includes supporting programs: classroom management, culturally appropriate approaches to instruction, and specification of entry skills required for oral language and reading.

Children participating in the program are almost entirely non-English-speaking, and all have Spanish-speaking home environments.

The overall small group approach adapts the program to individual needs. Participating schools devote one-half hour each day to the structured Oral Language Program. Teacher aides are hired to support the affected classes and to release the teacher to instruct the small group during the half-hour period.

## ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

### (NEW MEXICO)

Presented by: Caroll Hall, Acting Director, Educational Resources Information Center, New Mexico State University, University Park, New Mexico.

An explanation was made of the Educational Resources Information Center (ERIC): a nationwide network consisting of a central staff at the US Office of Education and 17 clearinghouses, each of which focuses on a specific field of education. The clearinghouses acquire, review, abstract, and index the documents which are announced in *Research in Education* and disseminated through the ERIC Document Reproduction Service.

The clearinghouses also prepare bibliographies and interpretive summaries of research. As are other documents, these products are announced in *Research in Education* and disseminated through the ERIC Document Reproduction Service. The clearinghouses cannot provide detailed replies to inquiries for information on specific topics. Educators are told to acquire *Research in Education* and other ERIC bulletins and use these resources to search for desired information.

## U.S. CIVIL RIGHTS COMMISSION (WASHINGTON, D.C.)

Presented by Philip Montez, Coordinator for Western Region, U. S. Civil Rights Commission.

The presentation centered around two main phases, administration objectives and education.

First part of the presentation concerned the Commission's office of the general counsel's study in the Southwest on administration of justice for Mexican Americans in such fields as alleged jury discrimination, discrimination in law enforcement, lack of Spanish surnamed law officers with the objective of determining if there is discrimination in the administration of justice as alleged through differences in treatment by grand juries, etc.

The educational phase of the presentation centered around investigation of the kinds of programs needed to meet particular needs of Mexican Americans in a bilingual, bicultural concept with particular attention paid to segregation of schools, facilities, comparative analysis, testing procedures and tracking systems.

## PROGRAM FOR IMPROVEMENT OF EDUCATION FOR MEXICAN AMERICANS (TEXAS)

Presented by: Joseph Cardenas, Director, Mexican American Education Program, and Elizabeth Ott, Director, Language-Bilingual Education Program, both of the Southwest Educational Development Laboratory, Austin, Texas.

This presentation described how two major programs of the Southwest Educational Development Laboratory work together for improvement of education for Mexican Americans—the Language-Bilingual

Education Program—through the development of materials and teaching techniques for bilingual instruction in science and social studies, and the Mexican American Education Program through development centers for research, curriculum development, field testing, and dissemination activities.

The Laboratory's development centers have the following components:

1. A preschool program for 3-, 4-, and 5-year-old children
2. A model elementary school program
3. A model secondary school program
4. The necessary curriculum development and teacher training services, and
5. A parental and community involvement program.

The goal of the Language-Bilingual Education Program is to provide the child with a non-English language background, systematic instruction in his native language to enhance his self-image, enable him to experience greater success in conceptualizing and learning, increase his capacity and desire to learn a second language, and help him to become literate in two languages. Through a planned program providing intellectual engagement with important ideas, the child finds himself on the plane of mental activity where men may come to know true equality.

In the Mexican American Education Program, highest priority has been given to the migrant child. However, the program also is working in urban situations so the Mexican American child may compete successfully in urban, technological society.

## HIGH SCHOOL EQUIVALENCY PROGRAM (CALIFORNIA)

Presented by: Peter Scarth, President, and Arturo Palacios, Executive Associate, of Educational Systems Corporation.

Goals of the program are to prepare youth to achieve a passing score on the GED (General Education Development) Tests and then place them in post-secondary education, vocational training and/or a job with advancement potential. The long range goal of the program is sustained progressive employment for the boys and girls.

Fifty students in each of the 11 participating colleges and universities are now in the program (a total of 550 students). The students range in age from 17 to 22, and their average grade level is sixth grade. The program is residential and designed especially to meet the needs of Mexican American youth who have been unsuccessful in post educational efforts.

Mexican American students predominate in eight of the eleven programs. These eight serve 90 percent or greater Mexican American student population.

Instruction, both ungraded and graded, is in small groups.

The curriculum varies from college to college, program to program.

## TEACHER CORPS
## (TEXAS)

Presented by: W. Floyd Elliott, Program Director of Teacher Corps, as operated at Texas A & I University, Kingsville, Texas.

Goal of the program is to prepare and train teachers to serve in areas with concentrations of low income families, especially South Texas areas with large percentages of Mexican Americans, thereby strengthening educational opportunities for disadvantaged children. The program annually involves 800 public school children in grades 1-8 in five school districts.

To accomplish this goal, a special work-study experience is used in a two-year graduate program for Teacher Corps interns at Texas A & I University and in cooperating public school districts.

Several combinations of instructional practice are used, but emphasis is on small group instruction.

## LIBRARY SERVICES DIVISION
## (WASHINGTON, D.C.)

Presented by: Henry Drennan and Martha Tome, Bureau of Adult Basic Education, U. S. Office of Education.

We believe, the Presenter said, Education goes hand in hand with Libraries. We cannot talk about education for children and adults if we do not provide them with books to use and enhance that education that was started. In this belief, "Proyecto LEER" was born.

"Proyecto LEER" (in English to READ) is a joint effort of Bro-Dart Foundation and Books for the People Fund with the collaboration of the Pan American Union. Its purpose is to compile an annual annotated bibliography of Spanish materials suitable for children and adults with a limited reading ability that will help teachers and librarians in the selection of those materials most appropriate for school and public libraries in the United States.

At the beginning of the project, much time was spent in surveys to find out what were the real needs of the Spanish-speaking population of the United States. Also sought was information on what programs were being carried on or planned and the types of materials needed, subject priorities, and reading, educational and economic levels of the people in each area.

Lists of pre-selected titles which meet minimum qualifications are published in the new quarterly publication "Proyecto LEER Bulletin".

Libraries and other institutions wishing to procure these titles can purchase them through their usual channels or take advantage of a commercial service for any or all of the services of purchase, rebinding when necessary, cataloging, and preparation for the stacks.

## STUDENTS AS TUTORS WITH ELEMENTARY CHILDREN (CALIFORNIA)

Presented by: Ralph J. Melaragno, Human Factors Scientist, with the System Development Corporation of Santa Monica, California.

Goal of the program is to use fifth and sixth grade bilingual students as tutors of first grade students for teaching a specific reading readiness skill. This instructional procedure is one of seven developed during an 18-month research study. When all seven procedures are used, in what is called an "instructional system," the majority of first grade students are able to master the specified objectives of the system.

In the urban target area of the program, Mexican Americans comprise approximately 85 percent of the total population. Individual needs of the students are met by using upper-grade tutors who work individually with each first grade learner. Primary qualifications for the upper-grade tutors is that they be bilingual. Learner needs are identified through pretesting. Classroom teachers have minimal involvement in this instructional procedure.

# Concurrent Discussion Groups

## OFFICE OF CIVIL RIGHTS, DEPARTMENT OF HEW (WASHINGTON)

Presented by: Dennis Faragas, Staff Assistant, Spanish-American Affairs, Office of Secretary, Department of Health, Education and Welfare, Washington, D.C.

The presenter's discussion was centered around the functions of the Office of Civil Rights, of the Department of Health, Education and Welfare. The presenter described the operations of the office and stressed the fact that the office was primarily concerned with implementation of Title VI of the Civil Rights Act of 1964. He gave some details regarding review procedures to determine compliance of school districts to Title VI. He indicated one of the key needs is a clear understanding of how Mexican American educators define equal educational opportunity for Mexican American children. Also distributed were guidelines of the office for northern school compliance.

## DESCRIPTION OF NEW DROPOUT ACT (WASHINGTON, D.C.)

Presented by: Frank Sievers, Principal Specialist, Guidance and Personnel Services, U.S. Office of Education, Washington, D.C.

Discussion centered around Murphy Amendment which would allocate $30 million in 1968 and $30 million in 1969 school years for remedial programs to prevent dropouts in elementary and secondary schools.

Programs are limited to schools where there are a significant number of dropouts—either in elementary or secondary schools. The program also is limited to schools in areas with a high poverty quotient—family incomes of $3,000 or less annually.

Grants will be made to agencies on applications. Proposals must give reasons for dropouts and programs must be designed to correct the reasons for dropouts.

Schools must submit proposals and get approval from state department of education.

The amendment has been revised by Congress to now apply to both large cities and rural areas.

## EDUCATION PROFESSIONS DEVELOPMENT ACT
## WASHINGTON, D.C.

Presented by: L. D. Haskew, Chairman, National Advisory Council on Education Professions Development, Austin, Texas, and Robert Poppendieck, U. S. Office of Education, Washington.

Presentation was centered around significant implications of the Act's enactment, rather than the provisions of the Act itself.

First, the presenter said, the Congress and the President apparently have chosen the problem of personnel for education as one, if not the chief, major focus for Federal Government activity in education in the future. This does not mean, necessarily, the application of massive funds. Instead, he said, it seems to indicate strategic application of federal funds and programs to prime objectives. Apparently, he said, the Council was established by the Act with this end in view.

Second, he said, the Act introduces a much more explicit emphasis on targeting federal assistance in personnel preparation toward qualitative priorities. The Commission of Education has much more leeway, he said, if indeed not an implied directive, to apply funds for educations professions development to advance such priority concerns as education for Mexican Americans, for the poor, and for early childhood education.

Third, he said, the potentials of the two implications just cited have yet to be implemented. As is customary with federal legislation, he said, the Educations Professions Development Act, for all practical purposes, orders the continuation of existing programs—reflecting the proprietary interests of various power combines—and says that new features, emphases, and re-castings are to await subsequent appropriations at expanded levels.

The authorizations for appropriations are, in his opinion he said, quite adequate for a starter. But, he said, authorizations are only hope-chests, and at this time the hope is getting fiscally weaker every day.

## ADULT BASIC EDUCATION AND ADULT VOCATIONAL EDUCATION
## DALLAS

Presenter: M. A. Browning, Director, Bureau of Adult Vocational Education and Library Planning, USOE, Department of Health, Education and Welfare, Dallas.

The presentation described basic adult education programs from the standpoint of their legal phase in administration by state education agencies on the state level, and administration of programs by local education agencies in cooperation with community action agencies or other community groups for outreach functions. Literacy problems in the Southwest were discussed, largely on the basis of the literacy study made by the Texas Education Agency.

Vocational program examples in various fields were discussed. Stressed was the necessity of basic adult education to raise educational levels so that vocational education instructions could be understood.

## FOLLOW THROUGH PROGRAM, USOE (WASHINGTON)

Presented by: John F. Hughes, Director, Division of Compensatory Education, USOE, and Anne O. Stemmler, Consultant, College of Education, University of Arizona.

An overview of the new Follow Through Program, administered by USOE, including basic conception, specific purposes, criteria for a local educational agency's participation, budgetary information, and main categories of educational models for learning being tried and evaluated.

The program is a systematic response to the recognition that the gains being made by educationally disadvantaged preschool children in Head Start and Title I programs were—and are—often lost or impaired when these children moved on to the typical kindergarten and/or primary school. Three specific purposes of the Follow Through Program were identified. First and most basic is both to consolidate and build upon the gains made by impoverished preschool children in the kindergarten and primary grade levels. Second is to identify the learning and community-organized educational programs at these levels which have shown promise. Third is to test and compare program models for young children to determine which seem to have greatest "payoff" in children's learning. From implementing these purposes, it is anticipated more definitive research data can be secured on which programs are most successful. Thus Follow Through can be considered as both a demonstration and a research program.

Because of limited budget allocations ($120 million requested, $15 million authorized) initial invitations to participate were sent to local educational agencies. Among criteria for inclusion are: (1) full year Head Start or Title I preschool program; (2) development of parent advisory committee; (3) group of children who meet the poverty guidelines stipulated by USOE and Title I; (4) provision for comprehensive supportive services (e.g., medical, social); (5) agreement to develop a proposal which would test one of the available program models; (6) budget which would conform to guideline specifications.

Two major categories of learning models also were presented. One consisted of the "behavior modification approach" to academic learning. The other consisted of what might be called the "child development approach."

Specific attention also was given to several programs which involved Mexican American children.

# Concurrent Demonstrations

## FOLLOW THROUGH
## (TEXAS)

Presented by: A. N. Vallado, Coordinator of Special Programs, Corpus Christi ISD.

Goal of the project is to determine the most effective means of promoting academic achievement for Spanish-speaking students from low socio-economic backgrounds.

It aims at accomplishing this goal through the bilingual approach, aural-oral teaching techniques, ancillary services, parental involvement and continuous evaluative measures.

Mexican Americans make up 40 percent of the population of Corpus Christi; however, that rate increases to 95 percent in the urban target area of the project. All students involved in the program are Mexican American.

The program is adapted for students' individual needs by the use of Spanish to build concepts, as necessary, by the use of Language Masters, overhead projectors, tape recorders, carousels, record players, and 16mm projectors. Classes are continuously regrouped according to the rate of pupil progress in the English language.

## EXEMPLARY PROGRAMS IN ENGLISH AS A SECOND LANGUAGE
## (CALIFORNIA)

Presented by: Herb Ibarra, Project Director, and Phil del Campo, Community Coordinator.

Goal of the program is to demonstrate innovative and exemplary methods of teaching English as a second language, and to demonstrate effective techniques for establishing liaison between the Mexican American non-English-speaking community and the schools.

To accomplish these aims, four Demonstration Center Districts have been established, and they are committed to the goals of the Center project.

The program has been in operation one year and involves 1,000 pupils from kindergarten to the 12th grade.

The Spanish-speaking pupils are ungraded, and classes are self-contained at the elementary level. The Spanish-speaking students are pulled out of the regular classroom for the special instruction sessions. At the secondary level the classes are departmentalized.

The program is adapted to individual needs of the student by providing instruction at the level of English speaking proficiency of the student.

## UNLIMITED POTENTIAL
## (TEXAS)

Presented by: Alden Robertson, Film Consultant, Project "Y" HemisFair; Jearnine Wagoner, Director, and Sherry Cloughley, Unlimited Potential Project.

Children from the ages 6-12 visiting Project "Y" will have the opportunity to participate in creative experiences through the Unlimited Potential Program, an educational process that will be housed in an environmental, structured participation area on the Project "Y" site. Skilled persons will be on hand to help anyone to work in a variety of media: wood, paper, cloth, clay, paints, in order to express images of themselves and of the world around them.

Project "Y" represents a new idea for a world's fair: a place where young people from many countries can meet and share their enthusiasms, their talents, and their concerns.

## PROJECT MOVE AHEAD—BASIC EDUCATION VIA RADIO
## (NEW MEXICO)

Presented by: J. K. Southard, Director of Research and Program Development, School District 2, Las Cruces, New Mexico.

Goals of the program are to increase verbal functioning through concept programming among sub-lingual children from migrant agricultural families and other disadvantaged children. Children from grades 1-6 are involved in the program, though the emphasis is on the primary grades. The approach is to offer a flexible supplementary program which can be adapted for use in varied educational situations. Within the framework of the project, each student may improve his classroom performance by increasing his communication skills and by elevating his self-image.

Integral components of the project include developmental lessons presented via educational radio; teacher aides who are designated and trained as educational technicians; a bilingual communications newsletter directed to parents; a teacher inservice program; community service organization involvement; and parental educational activities.

Radio lessons are presented daily through the mass communication department of New Mexico State University to more than 500 students in 17 different elementary schools through the Valley. More than 3,000 other students are indirectly affected by the program.

## LATIN AMERICAN RESEARCH AND SERVICE AGENCY (COLORADO)

Presented by: Alfred A. Carrillo, Executive Director of Latin American Research and Service Agency, On-the-Job Training, Denver, Colorado.

Goals of the program are to establish selected Manpower Development Training Act On-the-Job Training programs for 400 training positions in occupations consistent with present and future labor market needs in the urban Denver area. The employment needs are determined by the LARASA-OJT committee by analysis and assessment of employer requests.

While 43 percent will be on-the-job training positions, 57 percent of the positions will combine institutional and on-the-job training.

To accomplish these goals, the staff of the LARASA-OJT committee contacts employers to determine the greatest training needs, and enlist their cooperation in training disadvantaged individuals under MDTA-OJT programs.

A total of 511 trainees was started on the program under the first contract. To date, more than 200 have been started under the present contract, effective in December 1967.

## BILINGUAL PROGRAM FOR SPANISH-SPEAKING CHILDREN IN EARLY CHILDHOOD
## (TEXAS)

Presented by: Constance N. Swander, Director of the Good Samaritan Center; Mrs. Nikki Rubio Blankenship, Co-Director; Dr. Kenneth C. Kramer, Consultant; and Mrs. Shari Nedler, Research and Evaluation Specialist.

The primary purpose of this project is to add to the knowledge of and skill in dealing with factors influencing early school adjustment of children from low-income families of Mexican descent. The program focuses on developing new methods for the teaching of English as a second language to Spanish-speaking children between the ages of three and six, while at the same time attempting to preserve and reinforce the use of their mother tongue. The project also attempts to involve the parents of these children in ways which will increase their motivation for helping the children to secure as much formal education as is consistent with their abilities.

Sixteen three-year-olds, 14 four-year-olds, and 16 five-year-olds, a total of 46 children, participate in the program. It is located in an urban area with a 92 percent Mexican American population. The selection of the children is made to insure, as nearly as possible, a cross section of the neighborhood population. Each child comes from a home in which Spanish is the language of the home and the child, himself, speaks only Spanish.

Children are grouped according to age levels.

## TEACHING OF ENGLISH VIA TELEVISION
## (ARIZONA)

Presented by: Guido Capponi, Coordinator of Southwestern Cooperative Educational Laboratory—University of Arizona Program; Frank B. Barreca, Co-Director of Teaching of English via Television Project; and Marvin Duckler, Assistant Coordinator and Production Director.

Goals of the television series are to teach Mexican Americans of low literate level how to speak basic, simple, functional English, enabling them to communicate with employers, sales persons, physicians, and others.

The series of 10 experimental tapes is based on solid linguistic theories and practices.

The experimental program is funded by the Southwestern Cooperative Educational Laboratory in Albuquerque.

Programs are designed for adult migrants, but have interest for and involve every member of the family. The materials are applicable for both rural and urban populations.

A variety of techniques is utilized in the television series—cartoons, a television teacher, and dramatic scenes photographed on location, in stores, physicians' offices, etc.

# ABSTRACT OF INTRODUCTION BY

## Bernard Valdez

Member, National Advisory Committee
on Mexican American Education

**I CAN'T RECALL** when I have been as nervous in performing this kind of a task as I have been this evening. I almost have to tell you something personal in order for you to appreciate it, because I think it will lead me to the proper introduction of the guest for this evening. I'm sure you have detected a very slight accent. I have had a speech therapist help me develop it. I was born and raised to the age of 12, in a mountain village of northern Mexico. All of the people that I knew, had names like mine and spoke the language I spoke as a child. I went to a school where all of the children also spoke Spanish and came from Spanish-speaking homes, where the teacher was of the same ethnic identity. But we studied from the English books. I well recall, as a youngster, many embarrassing situations that occurred to me, because of my inability to understand English or very often to pronounce it correctly.

**IN ABOUT** the third grade, I had a teacher who was one of those very resourceful kinds of people, who used the technique of teaching us English by giving us a reading assignment, sending us home and asking our parents to help us translate the reading assignment, which was in English, into Spanish. I happened to be one of the more fortunate youngsters because at least one of my parents could speak English, at least to some degree. This was my father who, besides having the talent to speak both languages, was also extremely impatient. I would go to him with 1, 2, or sometimes 3 words, but beyond that, he couldn't take it. On this particular occasion I remember that the assignment was a reading assignment about a middle class family, and of course in those days I didn't know there was a middle class, who went to the beach for recreational purposes. Obviously a child in the Northern mountains of New Mexico never saw a beach and would not be familiar with the terms used in that kind of a reading assignment. So I went to my father and I said, "Father, what does the word beach mean?" My father said, "That's a she-dog. Please don't bother me again." I prepared my assignment for the next day and for weeks I was the laughing stock of the whole classroom.

**AT THE AGE** of 12, my family became migrants and we moved to Denver and I enrolled in the city schools. I and two other children were the only children that could not speak English in that school. And here again I found one of those very resourceful teachers who made every effort to help me. One of the things that she would do was to keep me after school to attempt to help teach me words. She developed a technique that was extremely helpful to me. She would draw pictures on the blackboard and write the name of the picture below it, and I learned a great deal from this teacher. Except that she left something to be desired in her artistic ability. And one day she drew what I surmised to be a donkey on the blackboard and below that she wrote the word CAT. I was a freshman in college before I discovered the difference. On the surface, that kind of an error doesn't appear too serious. But you must remember that Western Americans use the donkey to describe many interesting situations. They are always falling on their donkeys. They are always making each other talk donkey style. They are always telling each other to get their donkeys out of the way. All of those years, I went around falling on my pussy cat.

**WELL, I'VE** been a member of this committee since about July of last year, not quite a year. And I've already discovered that the curriculum materials provided to my teachers in the past were all wrong. But now the A. C. on Education is going to straighten this out so that my children will never more fall on their pussy cats.

**I HAVE** attempted to be comical about incidents in my life. Those of you who have been first Spanish-speaking in an English-speaking culture, I am sure you are very well aware of the points which I was trying to bring out. But it's this kind of humiliating circumstance that makes something glow within you when you find a man like Senator Yarborough, who has seen the light and damage that can be done to a child because his culture and his language and the things he learns as a child are not properly appreciated in American society. And I think it's for this reason that I have difficulty in acting as a master of ceremonies and introducing the Senator. It would be presumptuous of me, of course, coming from another state, to tell you about the Senator; he is a native Texan.

**THE THING** that is interesting in reading his record is that one man, over a period of 11 years, has not only been the chief sponsor, but has attached his name to and has pushed through almost all of the legislation that we've gotten in the field of education at the Federal level. I have a list of three pages of bills that he has sponsored or is sponsoring and bills that have gotten through the Congress. That is not the important thing, the important thing is that he is here, that he is a friend of ours, an amigo that we can count on. And it is with great deal of pleasure that I have the honor of presenting to you—Senator Rafael Yarborough.

# Teaching Society How To Listen

Abstract of an Address By
**Ralph Yarborough**
U.S. Senator, Texas

**IT'S BOTH** a pleasure and an inspiration to be here this evening with so many friends. I wish to congratulate you on the informative and valuable national conference . . . . and I anticipate that this is just the beginning, that we are only beginning to emerge into greater accomplishments in the future.

Some time ago someone made a humorous observation about how to improve society. He said: "If one could only teach the voters how to talk and the politicians how to listen, society would be quite civilized."

By repeating that, I do not intend to offend any voters or politicians who may be present.

**I REPEAT IT** because it is relevant, because in the case of the Mexican American minority in this country, the rest of society has not yet learned to listen. And until all of us learn to listen to what is being said, we are not going to see improvement of their educational opportunities or of any other opportunities.

I think it is safe to say, though, that we have come a long way in the last few years toward securing better educational opportunities for our Mexican American students.

Slowly, this country is beginning to listen:

. **THERE IS NOW** an Interagency Committee on Mexican American Affairs in Washington with the purpose of assuring that Federal programs are reaching Mexican Americans.

. The Department of Health, Education and Welfare has a National Advisory Committee on Mexican American Education with the purpose of making recommendations to the Commissioner of Education.

. The Office of Education has a permanent Mexican American Education Unit.

. The Bilingual Education Act has become a law.

. And, for the past three days, the Office of Education, in concert with the Southwest Educational Development Laboratory, has sponsored this Conference.

**WE ARE LEARNING** to listen and we have come a long way. The corollary, of course, is obvious: We still have a longer way to go than the distance we have come, and a lot more to hear:

. As of 1960, Mexican American educational achievement in Colorado, California, and Texas was LESS than that of any other group in 1950!

. As of 1960, 50 per cent of the Mexican American population in the same three states had less than an eighth grade education.

. In Texas, 40 per cent of the Spanish-speaking population was found to be functionally illiterate.

These statistics give some indication as to how much work is yet to be done. They are statistics of quantity. But quality is a big factor we need to look at, as well.

**IN THE AREA** of bilingual education, and by that I mean true bilingual education—actively teaching portions of the school curriculum concurrently in two languages—it can be said there is little . . . now evident in America. But the State of Texas has started moving, and with this Southwest Educational Development Laboratory and with the experiments being carried on in many schools, I believe Texas is ready for a great forward movement in educating our children from Spanish-speaking homes. We need the thrust that this conference is giving, and the examples of the programs in many San Antonio schools and in the Edinburg Learning Centers, and at McAllen, and Laredo.

**AT PRESENT,** under Titles I and III of the Elementary and Secondary Education Act, there may be as many as 25 "beginnings" of bilingual programs, but many of these are of questionable quality, and none of them approaches true, model bilingual efforts.

But the Bilingual Education Act is not suffering only from a dearth of quality programs to find; it, too, is suffering from quantity. When we passed the Act, we authorized the appropriation of $15 million for the fiscal year 1968—but no funds were appropriated. Thirty million dollars was authorized for the coming fiscal year—1969. But the Administration has requested only $5 million, one dollar out of six!!

Currently, programs funded under other Titles of the Elementary and Secondary Education Act are aiding only about 142,000 of the total of some 3 million children who need help in bilingual education. If the new law were fully funded at $30 million, it would be possible to aid 215,000 MORE children—still a drop in the bucket.

**IF THE ADMINISTRATION** has its way—and I intend to see that it does not—only 35,000 more children will be helped during the next year through passage of this law—a goal that can barely qualify as an attempt to pay lip service to the great need that exists; and I choose my metaphor consciously. The recommendation of the Bureau of the Budget is such patent tokenism that if it were currency, it would be printed on tissue paper. The words of William Shakespeare seem appropriate to describe the Bureau of the Budget's inaction: "They have been at a great feast of languages, and stolen the scraps."

. . . Let's put our shoulder to the wheel . . . to get the money necessary to do this (implement the Bilingual Education Act). It's a matter of priority in America. Personally, I think the highest priority ought to be developing the opportunities of American children. I think it's more important to educate children in America than it is to destroy a little backward country in Southeast Asia. If we're going to continue to spend between $30 and $40 billion a year to drop more bombs on a little backward, undeveloped country smaller than the state of Georgia—we drop more bombs on it in a month than we ever dropped in any one month on Germany and Japan combined—if that is the thrust of American civilization, we need something deeper than bilingualism. We need to start studying the American ethic and the American mores, and the American morality, and recapture the American dream.

. . . **IF THE PRESENT** promise of negotiations will lead to a settlement of the conflict, we could balance the budget, stop the drain on the dollar, stop inflation, stop the threat to our economy; and we would have enough money to build the schools and hire the teachers, build the hospitals and provide the necessary medical services, have our manpower training programs and build the junior colleges this country needs, train the unemployables in the ghettos . . . We could turn this society around in a year's time if we put our aims on progress, rather than destruction.

**MY OBSERVATIONS** so far indicate, I think, that—with the exception of the Administration's request for funding of the Bilingual Education Act—the Federal Government has moved forward in the area of providing better educational opportunities for Mexican Americans. A framework, a foundation, has been provided upon which improvement can rest.

But the real job, the initiative, remains—as it should—at the State and local levels.

**THE EQUAL** Educational Opportunities Survey—the so-called Coleman Report—completed in 1966, yields some very interesting information concerning the status of the Mexican American children in our schools. These findings, I suggest, have particular relevance for local school superintendents and teachers.

It was found, for instance, that at the elementary and secondary school level, Mexican American students living in the same county as Anglo, English-speaking students, had less volumes per pupil in the school library, fewer programs for the especially skilled and talented, fewer programs for the physically handicapped, fewer State and regionally accredited schools, and less access to free kindergartens and nursery schools than did Anglo students.

The findings concerning kindergarten seem to have particular relevance because the report suggests that those Mexican American students who attended kindergarten tend to achieve better than those who did not.

**THE MAJOR** finding of the report, overall, was that family background and involvement in a child's education was the most important single factor in affecting a child's achievement in school. As for Mexican American family involvement, however, it was found that its effect was small, compared to the English-speaking Anglo majority, suggesting, perhaps, that for some reason Mexican American parents are unable to translate their interest into practices which reinforce their child's achievement. It is my belief that their lack is due to the language barrier.

It would seem, then, that local schools could do more work in setting up outreach programs to involve the parents of Mexican American children more in the educational process.

**FINALLY,** the report showed that the influence of the teacher is greater for Mexican American students than for most other minority groups as well as for the Anglo, English-speaking students. In short, we need better trained teachers to work with our students. I note that one of the major functions of the Bilingual Education Act is to train such teachers. And the longer we put off that training, the worse the problem is going to become. You know, it takes at least a year longer to train a bilingual teacher than a monolingual teacher and that extra year is on top of the acquisition of basic skills in the foreign language.

Finally, and most important, all of us must realize that when we address our attention to the issue of improving the educational opportunities of Mexican Americans, we must really look at the larger issues upon which this depends. Not only must be strive—at the Federal, State, and local levels—to improve educational opportunities, but we must work to eradicate poverty, eliminate hunger and ill health, improve housing conditions, and fight for increased employment opportunities. Education is but one strand in the fabric of life—and we must view life as a whole. In short, let us be wary of becoming myopic and let us not be afraid to channel our energies to all areas of need.

**AND, LET US** continue to listen, and let us teach all of society to do so.

The carrying out of a bilingual education idea will mean an America where the people understand each other. Until every American can understand the language with every other American we will have a basic weakness in our society. When every American understands every other American, then we will have a stronger America, a united America, a forward-moving America.

It is the teachers in the classrooms—not the guns on the battlefields—that make the greatness of America. The strength and greatness of America is measured by the ideals of the civilization which you instill in the children of America—the strength of America does not lie in the devastation rained on the people of other continents by our explosive chemicals.

**OURS IS AN** exciting day. As the late John F. Kennedy said in his Inaugural Address: "I do not believe that any of us would exchange places with any other people, or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it . . . . and the glow from that fire can truly light the world."

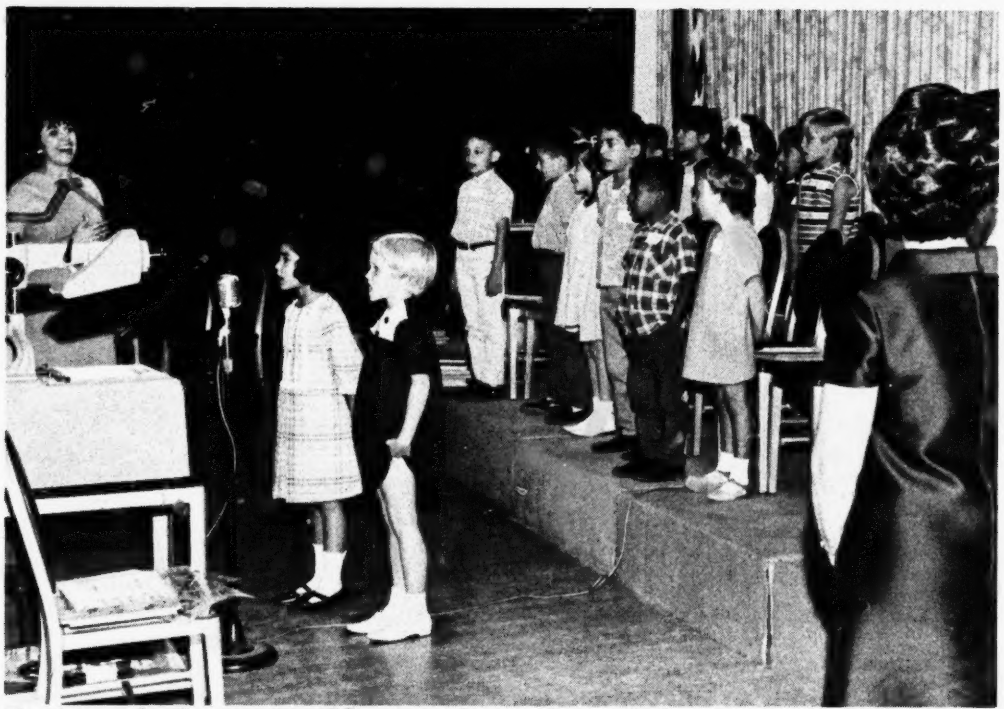
He was speaking of you—you serve the country in its highest public service calling. It is the teachers of our nation who will light those fires which will truly light the world. It is in the wisdom and the dedication of our teachers and school leaders that our hope for the future rests. If you succeed,—our civilization flourishes. Your idealism and your success in transmitting those ideals to the youth of America are the true guide posts of our future greatness or the lack of it.

May it be greatness!

God Bless You.

Commissioner Harold Howe II is the focus of complete attention as he makes his points at the Conference opening day session concerning the "cowboy and Indian" philosophy in American education.

Associate Commissioner Nolan Estes gives the opening day luncheon listeners six points to ponder.



Reciting the lesson just like in school. One of the numerous exemplary demonstrations with children.

A bright-faced youngster is called on to recite in one of the always-jammed demonstration classes.

An overhead projector is put to good use in this classroom demonstration by the teacher and the pupil.

Senator Yarborough, who discussed teaching society to listen at the closing banquet, seems to be doing a little listening himself.

The teacher coaches a pupil on the three things to remember in another of the demonstrations with children.

## Appendix A

# National Conference
# on
# Educational Opportunities
# for
# Mexican Americans

*April 24-26, 1968*
*Austin, Texas*

Sponsored
By
The U. S. Office of Education
in association with
The Southwest Educational
Development Laboratory
Austin, Texas

# ACKNOWLEDGMENTS

The Southwest Educational Development Laboratory and the U.S. Office of Education have been joined by a number of institutions, organizations, and special groups in developing, planning and conducting the National Conference.

Acknowledgment is made of the special contributions of:

***The Texas Education Agency**
**Austin, Texas**

***The Association of Mexican American Educators**
**California**

***The National Planning Committee**
**for the**
**National Conference on Educational Opportunities for Mexican Americans**

JOE BARNETT
U.S. Office of Education, Dallas, Texas

DEAN BISTLINE
U.S. Office of Education, Washington, D.C.

JOSEPH CARDENAS
Southwest Educational Development Laboratory, Austin, Texas

THE REVEREND HENRY CASSO
Episcopal Vicar for Urban Education, Archdiocese of San Antonio

DAVID DARLING
University of New Mexico, Albuquerque, New Mexico

NICK GARZA
Principal, Brackenridge School, San Antonio

YOLANDA LEO
U.S. Office of Education, Washington, D.C.

WILLIAM KINNIELL
Conference Coördinator, Southwest Educational Development Laboratory, Austin, Texas

SAM MARTINEZ
Staff, Governor of Colorado, Denver, Colorado

EDWARD MORENO
President, Association of Mexican American Educators
Ventura, California

CHARLES NIX
Texas Education Agency, Austin, Texas

ELIZABETH OTT
Southwest Educational Development Laboratory, Austin, Texas

SAL RAMIREZ
El Paso Juvenile Delinquency Project, El Paso, Texas

TOMMY SULLIVAN
U.S. Office of Education, Dallas, Texas

MARIA URQUIDES
Pueblo High School, Tucson, Arizona

# Welcome

Welcome to the National Conference on Educational Opportunities for the Mexican American.

The demonstrations of exemplary practices in Bilingual, Migrant, and Urban Education to be shown here have been gathered from throughout the nation. The discussions and exchanges of ideas planned for this conference can help us all to do our jobs better as we work to improve education for all out citizens.

The Southwest Educational Development Laboratory is honored to be the co-sponsor of this conference, in association with the National Advisory Committee on Mexican American Education of the U.S. Office of Education.

We are proud to be working to improve education for the Mexican American, and we are proud to be associated with all of you who share our commitment to this important endeavor.

*Edwin Hindsman, Executive Director*
*Southwest Educational Development Laboratory*

# National Advisory Committee
# on
# Mexican American Education
# of the U. S. Office of Education

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McGraw-Hill Book Company, New York City, New York

CLAYTON H. BRACE, *Vice President*
Time-Life Broadcast, Inc., San Diego, California

THE REVEREND HENRY J. CASSO
Episcopal Vicar for Urban Education
Archdiocese of San Antonio, Texas

JACK P. CROWTHER, *Superintendent*
Of Schools, Los Angeles, California

ROBERT R. ESPARZA
State Department of Education, Santa Fe, New Mexico

ERNESTINE D. EVANS
Secretary of State, Santa Fe, New Mexico

NICK E. GARZA, *Principal*
Brackenridge Elementary School, San Antonio, Texas

RALPH C. GUZMAN
California State College, Los Angeles, California

ALFRED J. HERNANDEZ, *Judge*
Corporation Court, Houston, Texas

FRANK W. R. HUBERT, *Dean*
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MIGUEL MONTES, *Chairman of Committee*
San Fernando, California

JESSE G. STRATTON, *Chairman of Board*
Southwestern Cooperative Educational Laboratory, Clinton, Okla.

MARIA URQUIDES, *Dean of Girls*
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# CONVENTION HEADQUARTERS

*COMMODORE PERRY HOTEL*

**SESSIONS ALSO SCHEDULED**

*AT*
*STEPHEN F. AUSTIN HOTEL*
*DRISKILL HOTEL*
*AND*
*FIRST SOUTHERN PRESBYTERIAN CHURCH*

# PROGRAM

## NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS

### Wednesday, April 24, 1968

*3:00-9:00 p.m.*

**REGISTRATION** . . . . . . . . . . . . . . . . . . . . . . . . . . *Mezzanine, Commodore Perry Hotel*

### Thursday, April 25, 1968

*8:00-9:00 a.m.*

**REGISTRATION** . . . . . . . . . . . . . . . . . . . . . . . . . . *Mezzanine, Commodore Perry Hotel*

*9:00 a.m.*

**OPENING SESSION** . . . . . . . . . . . . . . . . . *Colonnades I, II, & III Commodore Perry Hotel*

*Presiding* . . . . . . . . . . . . . . . . . . . . . . . . . . . **Miguel Montes,** Chairman, National Advisory Committee on Mexican American Education, California

*Invocation* . . . . . . . . . . . . . . . . . **Reverend Henry Casso,** Episcopal Vicar for Urban Education, Archdiocese of San Antonio

*Greetings from the State of Texas* . . . . . . . . . . . . . . . . . . . . . **The Honorable Roy R. Barrera,** Secretary of State, Texas

*Welcome* . . . . . . . . . . . . . . . . . . . . . **Rafael H. Flores,** Board of Directors, Southwest Educational Development Laboratory, Texas

*Conference Goals* . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . **Dr. Montes**

*Keynote Address*. . . **Harold Howe II,** U.S. Commissioner of Education, Washington, D.C.

*10:30-11:00 a.m.*

**COFFEE**. . . . . . . . . . . . . . . . . . *Mezzanine, Stephen F. Austin Hotel; Mezzanine, Driskill Hotel; Fellowship Hall, First Southern Presbyterian Church*

*11:00-12:30 p.m.*

## CONCURRENT SESSIONS

**(Twenty-minute presentation on new legislation related to each topic. After this presentation, each group will subdivide into groups to discuss implications of the legislation.)**

### BILINGUAL EDUCATION

*Ballroom, Stephen F. Austin Hotel*

*Presiding*. . . . . . . . . . . . . . . . **Edward Moreno,** President, Association of Mexican American Educators, California

*Speaker*. . . . . . . . . . . . . **Armando Rodriguez,** Chief, Mexican American Affairs Unit, U.S. Office of Education, Washington, D.C.

### BILINGUAL EDUCATION DISCUSSION SESSIONS

*Group A—Capitol Room, Stephen F. Austin Hotel*

Discussion Leader. . . . . . . . . . . . **Henry Pascual,** Director, Bilingual Education, Santa Fe, New Mexico

*Group B—Austin Room, Stephen F. Austin Hotel*

Discussion Leader. . . . . . . . . . . . . . . . . . . . **Paul Bell,** Dade County Public Schools, Miami, Florida

*Group C—East Room, Stephen F. Austin Hotel*

Discussion Leader. . . . . . . . . . . . . . . . . . **Edward Moreno,** President, Association of Mexican American Educators, California

*Group D—Sun Room, Stephen F. Austin Hotel*

Discussion Leader. . . . . . . . . . . . . . . . **Herb Ibarra,** Project Director, English As A Second Language Program, San Diego, California.

## MIGRANT EDUCATION

*Ballroom, Driskill Hotel*

*Presiding*...................... **Severo Gomez,** State Coordinator, International Education, Texas Education Agency, Austin, Texas

Speaker........... **John Hughes,** Director, Division of Compensatory Education, U.S. Office of Education, Washington, D.C.

## MIGRANT EDUCATION DISCUSSION SESSIONS

*Group A—Ballroom, Driskill Hotel*

Discussion Leader........................ **Leo R. Lopez,** Chief Bureau of Community Services, State Department of Education, Sacramento, California

*Group B—Colonial Room, Driskill Hotel*

Discussion Leader.................. **Vidal Rivera, Jr.,** Director, Migrant Child Education, Phoenix, Arizona

*Group C—Caucus Room, Driskill Hotel*

Discussion Leader............. **Anne O. Stemmler,** University of Arizona, College of Education, Tucson, Arizona

*Group D—Maximilian Room, Driskill Hotel*

Discussion Leader.................... **Nick Rossi,** Consultant, Education of Migrant Children, Denver, Colorado

## URBAN EDUCATION

*Fellowship Hall, First Southern Presbyterian Church*

*Presiding*...................... **Sam Martinez,** Staff, Governor of Colorado, Denver, Colorado

*Speaker*.................. **James Turman,** Associate Commissioner for Field Services, U.S. Office of Education, Washington, D.C.

## URBAN EDUCATION DISCUSSION SESSIONS

*Group A—Fellowship Hall, First Southern Presbyterian Church*

Discussion Leader................ **Roy A. Westerfield,** Executive Officer, U.S. Office of Education, Department of Health, Education and Welfare, Dallas, Texas

*Group B—Room 101, First Southern Presbyterian Church*

Discussion Leader . . . . . . . . . . . . . . . . . . **M. A. Browning,** Director, Bureau of Adult and Vocational Education, Office of Education, Department of Health, Education and Welfare, Dallas, Texas

*Group C—Room 301, First Southern Presbyterian Church*

Discussion Leader . . . . . . . . . . . . . . . . . **Harold H. Coley,** Program Officer, Model Cities, Office of Education, Department of Health, Education and Welfare, Dallas, Texas

*Group D—Room 307, First Southern Presbyterian Church*

Discussion Leader . . . . . . . . . . . . . . . . . . . **George H. Blassingame,** Program Officer, Adult and Continuing Education, Office of Education, Department of Health, Education and Welfare, Dallas, Texas

*12:30-2:30 p.m.*

**LUNCH** . . . . . . . . . . . . . . . . . . . . . . . . . . *Colonnades I, II, & III, Commodore Perry Hotel*

*Invocation* . . . . . . . . . . . . . . . **The Reverend Leo D. Nieto,** Field Director of Migrant Ministry and Mission, Texas Council of Churches, Austin, Texas

*Presiding and*
*Introduction of Speaker* . . . . . . . . . . . . . . . . **Armando Rodriguez,** Chief, Mexican American Affairs Unit, U.S. Office of Education, Washington, D.C.

*Speaker* . . . . . . . . . . . . . . . . . . . **Nolan Estes,** Associate Commissioner for Elementary and Secondary Education, U.S. Office of Education, Washington, D.C.

*2:30-3:45 p.m.*

## DEMONSTRATIONS

### BILINGUAL DEMONSTRATIONS

*Miami Linguistics Program*
Dade County Public Schools, Miami, Florida
*Capitol Room, Stephen F. Austin*

Presenter . . . . . . . . . . . . . . . . . . **Paul Bell,** Dade County Public Schools, Miami, Florida

•

*Bilingual Demonstration with Children Grades 1-4*
United Consolidated ISD, Laredo, Texas
*Ball Room, Stephen F. Austin Hotel*

Presenter . . . . . . . . . . . . . . . . . . . . . . . **Harold Brantley,** Superintendent, United Consolidated ISD, Laredo, Texas

•

*Foreign Language Innovative Curricula Studies*
Bilingual Curriculum Development, Ann Arbor, Michigan
*Austin Room, Stephen F. Austin Hotel*

Presenters . . . . . . . . . . . . . . . . . . . . **Jim McClafferty** and **Ralph Robinett,** Foreign Languages Innovative Curriculum Studies, Ann Arbor, Michigan

•

*A Primary Bilingual Program*
Yuba County Reading-Learning Center, Olivehurst, California
*Sun Room, Stephen F. Austin Hotel*

Presenter . . . . . . . . . . . **Eleanor Thonis,** Yuba County Reading-Learning Center, Olivehurst, California

•

*Bilingual Program Demonstration with Children from San Antonio*
Southwest Educational Development Laboratory, Austin
*East Room, Stephen F. Austin Hotel*

Presenters . . . . . . . . . . . . . **Elizabeth Ott,** Program Director, Language-Bilingual Education, Southwest Educational Development Laboratory, Austin, Texas, and **Josue Gonzalez,** Director, San Antonio Demonstration Center, San Antonio, Texas

•

*Adaptations of Miami Linguistics Materials*
New Mexico State Department of Education
*Caucus Room, Driskill Hotel*

Presenter . . . . . . . . . . . . . **Henry Pascual,** Director, Bilingual Education, Department of Education, Santa Fe, New Mexico

## MIGRANT DEMONSTRATIONS

*Migrant Education*
Merced, California
*Maximilian Room, Driskill Hotel*

Presenter.................. **Frances Lopez,** Curriculum Coordinator, Regional Demonstration Project for Migrant Education, Merced, California; **William Stockard,** Chairman, subcommittee on Migrant Education, California Commission on Compensatory Education, Merced, California

•

*Migrant-Compensatory Education Program*
Orosi, California
*Crystal Ballroom, Driskill Hotel*

Presenter....................... **Richard Parker,** Orosi, California

•

*McAllen Migrant Education Center*
Southwest Educational Development Laboratory, Austin, Texas
*Colonial Room, Driskill Hotel*

Presenter............. **Joseph Cardenas,** Director, Mexican American Education Program, Southwest Educational Development Laboratory, Austin, Texas

## URBAN DEMONSTRATIONS

*El Paso Juvenile Delinquency Project*
El Paso, Texas
*Room 101, First Southern Presbyterian Church*

Presenter................ **Sal Ramirez,** El Paso Juvenile Delinquency Project, El Paso, Texas, and **Roberta Wilson,** Research Director, El Paso Juvenile Delinquency Project, El Paso, Texas

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*High School Programs*
Tucson, Arizona
*Fellowship Hall, First Southern Presbyterian Church*

Presenter................... **Adalberto M Guerrero,** Department of Romance Languages, University of Arizona, Tucson, Arizona

*3:45-4:15 p.m.*

**COFFEE** . . . . . . . . . . . . . . . . . *Mezzanine, Stephen F. Austin Hotel;*
*Mezzanine, Driskill Hotel;*
*Fellowship Hall, First Southern Presbyterian Church*

*4:15-5:30 p.m.*

## DEMONSTRATIONS

### BILINGUAL DEMONSTRATIONS

*Miami Linguistics Program*
Dade County Public Schools, Miami, Florida
*Capitol Room, Stephen F. Austin Hotel*

Presenter . . . . . . . . . . . . . . . . . . **Paul Bell,** Dade County Public Schools, Miami, Florida

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*Bilingual Demonstration with Children Grades 1-4*
United Consolidated ISD, Laredo, Texas
*Ball Room, Stephen F. Austin Hotel*

Presenter . . . . . . . . . . . . . . . . . . **Harold Brantley,** Superintendent, United Consolidated ISD, Laredo, Texas

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*Foreign Languages Innovative Curricula Studies*
Bilingual Curriculum Development, Ann Arbor, Michigan
*Austin Room, Stephen F. Austin Hotel*

Presenters . . . . . . . . . . . . . . . . . . **Jim McClafferty** and **Ralph Robinett,** Foreign Languages Innovative Curriculum Studies, Ann Arbor, Michigan

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*A Primary Bilingual Program*
Yuba County Reading-Learning Center, Olivehurst, California
*Sun Room, Stephen F. Austin Hotel*

Presenter . . . . . . . . . . . . . . . . . . **Eleanor Thonis,** Yuba County Reading-Learning Center, Olivehurst, California

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*Bilingual Program Demonstration with Children from San Antonio*
Southwest Educational Development Laboratory, Austin, Texas
*East Room, Stephen F. Austin Hotel*

Presenters.............. **Elizabeth Ott,** Program Director, Language-Bilingual Education, Southwest Educational Development Laboratory, Austin, Texas, and **Josue Gonzalez,** Director, San Antonio Demonstration Center, San Antonio, Texas

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*Adaptation of Miami Linguistics Materials*
New Mexico State Department of Education
*Caucus Room, Driskill Hotel*

Presenter.............. **Henry Pascual,** Director, Bilingual Education, Department of Education, Santa Fe, New Mexico

## MIGRANT DEMONSTRATIONS

*Migrant Education*
Merced, California
*Maximilian Room, Driskill Hotel*

Presenters................. **Frances Lopez,** Curriculum Coordinator, Regional Demonstration Project for Migrant Education, Merced, California; **William Stockard,** Chairman, Subcommittee on Migrant Education, California Commission on Compensatory Education, Merced, California

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*Migrant-Compensatory Education Program*
Orosi, California
*Crystal Ballroom, Driskill Hotel*

Presenter....................... **Richard Parker,** Orosi, California

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*McAllen Migrant Education Center*
Southwest Educational Development Laboratory, Austin, Texas
*Colonial Room, Driskill Hotel*

Presenter............. **Joseph Cardenas,** Director, Mexican American Education Program, Southwest Educational Development Laboratory, Austin, Texas

## URBAN DEMONSTRATIONS

*El Paso Juvenile Delinquency Project*
El Paso, Texas
*Room 101, First Southern Presbyterian Church*

Presenters. . . . . . . . . . . . . . . **Sal Ramirez,** El Paso Juvenile Delinquency Project, El Paso Texas; and **Roberta Wilson,** Research Director, El Paso Juvenile Delinquency Project, El Paso, Texas

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*High School Programs*
Tucson, Arizona
*Fellowship Hall, First Southern Presbyterian Church*

Presenter. . . . . . . . . . . . . . . . . . . **Adalberto M. Guerrero,** Department of Romance Languages, University of Arizona, Tucson, Arizona

## Friday, April 26, 1968

*9:00-10:15 a.m.*

## CONCURRENT SESSIONS

*Teacher Corps-Migrant Project*
University of Southern California, Los Angeles, California
*Crystal Ballroom, Driskill Hotel*

Presiding. . . . . . . . . . . . . . . **Maria Urquides,** Dean of Girls, Pueblo High School, Tucson, Arizona

Presenters. . . . . . . . . . . . . . . **Patricia Cabrera,** Director, Teacher Corps-Migrant, University of Southern California, Los Angeles, California, and **William Encinas,** Coordinator of Community Involvement, Teacher Corps-Migrant, University of Southern California, Los Angeles, California

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*Southwestern Cooperative Educational Laboratory*
Albuquerque, New Mexico
*Colonial Room, Dirskill Hotel*

Presiding. . . . . . . . . . . . . . **Louis Alvarez,** ASPIRA, Special Assistant to the Executive Director, New York, New York

Presenter. . . . . . . . . . . . **Paul Petty,** Director, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico

*ERIC Clearinghouse on Rural Education and Small Schools*
University Park, New Mexico
*Ball Room, Stephen F. Austin Hotel*

Presiding . . . . . . . . . . . . . . . **Henry Alonzo,** President, El Rancho Unified School District Board of Education, Pico Rivera, California

Presenter . . . . . . . . . . . . . . . . **Carroll Hall,** Acting Director, Educational Resources Information Center, New Mexico State University, University Park, New Mexico

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*U.S. Civil Rights Commission*
Washington, D.C.
*Sun Room, Stephen F. Austin Hotel*

Presiding . . . . . . . . . . . . . . **Nick Garza,** Principal, Brackenridge Elementary School, San Antonio, Texas

Presenter . . . . . . . . . . . . . . . . . **Sam Simmons,** Director of Field Services, U.S. Civil Rights Commission, Washington, D.C.

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*Program for Improvement of Education for the Mexican American*
Southwest Educational Development Laboratory, Austin, Texas
*East Room, Stephen F. Austin Hotel*

Presiding . . . . . . . . . . . . . . . **A. E. Garcia,** Principal, Central Elementary School, McAllen, Texas

Presenters . . . . . . . . . . . . . . . **Joseph Cardenas,** Director, Mexican American Education Program, Southwest Educational Development Laboratory, Austin, Texas, and **Elizabeth Ott,** Program Director, Language-Bilingual Education, Southwest Educational Development Laboratory, Austin, Texas

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*"HEP" (High School Equivalency Program)*
California State College, Los Angeles, California
*Capitol Room, Stephen F. Austin Hotel*

Presiding . . . . . . . . . . . . . . **George Gonzales,** Inter-American Educational Center, San Antonio, Texas

Presenter . . . . . . . . . . . . . . . . . . **Art Palacios,** Educational Systems, Inc., Washington, D.C.

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*National Teacher Corps*
Texas A&I University, Kingsville, Texas
*Maximilian Room, Driskill Hotel*

Presiding . . . . . . . . . . . . . . . . . . . . . . **Ernest Robles,** Redlands, California

Presenter . . . . . . . . . . . . . . . . . . **Floyd Elliott,** Program Director, Teacher Corps, Texas A&I University, Kingsville, Texas

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*Library Services Division*
Bureau of Adult Basic Education, U.S. Office of Education, Washington, D.C.
*Austin Room, Stephen F. Austin Hotel*

Presiding . . . . . . . . . . . . . . . . . . . . . . . **Sally Savala,** Pinedale, California

Presenters . . . . . . . . . . . . . . . **Henry Drennan,** Library Services Division, Bureau of Adult Basic Education, U.S. Office of Education, Washington, D.C., and **Martha Tome,** Library Services Division, Bureau of Adult Basic Education, U.S. Office of Education, Washington, D.C.

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*Students as Tutors with Elementary Children*
System Development Corporation, Santa Monica, California
*Caucus Room, Driskill Hotel*

Presiding . . . . . . . . . . . . . . . . **Frank Armendariz,** Los Angeles, California

Presenter . . . . . . . . . . . . . . . **Ralph Melaragno,** Human Factors Scientist, System Development Corporation, Santa Monica, California

*10:15-10:45 a.m.*

**COFFEE** . . . . . . . . . . . . . . . . . *Mezzanine, Stephen F. Austin Hotel; Mezzanine, Driskill Hotel*

*10:45-12:00 Noon*

## CONCURRENT DISCUSSION GROUPS

*ERIC Clearinghouse on Rural Education and Small Schools*
University Park, New Mexico
*Ball Room, Stephen F. Austin Hotel*

Presiding.................**Angel Morales,** El Rancho Unified School District Board of Education, Pico Rivera, California

Presenter................**Carroll Hall,** Acting Director, Educational Resources Information Center, New Mexico State University, University Park, New Mexico

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*Office of Civil Rights*
Department of Health, Education and Welfare, Washington, D.C.
*Maximilian Room, Driskill Hotel*

Presiding...............**Robert Esparza,** Director, Secondary Education, State Department of Education, Santa Fe, New Mexico

Presenter..................**Dennis Fargas,** Staff Assistant, Spanish-American Affairs, Office of the Secretary, Department of Health, Education and Welfare, Washington, D.C.

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*Description of New Drop Out Act*
U.S. Office of Education, Washington, D.C.
*Crystal Ballroom, Driskill Hotel*

Presiding..................**Alicia Ortiz,** St. Thomas, Virgin Islands

Presenter...............**Frank Sievers,** Principal Specialist, Guidance and Personnel Services, U.S. Office of Education, Washington, D.C.

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*Education Professions Development Act*
*East Room, Stephen F. Austin Hotel*

Presiding.....................**Pedro Pino,** Los Lunas, New Mexico

Presenters................**L. D. Haskew,** Chairman, President's National Advisory Council on Education Professions Development, Austin, Texas, and **Robert Poppendieck,** U.S. Office of Education, Washington, D.C.

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*Adult Basic Education and Adult Vocational Education*
Bureau of Handicapped, U.S. Office of Education, Dallas, Texas
*Sun Room, Stephen F. Austin Hotel*

Presiding . . . . . . . . . . . . . . . . . . **Raul Yzaguirre,** Silver Spring, Maryland

Presenter . . . . . . . . . . . . . . . **M. A. Browning,** Director, Bureau of Adult Vocational Education and Library Planning, Office of Education, Department of Health, Education and Welfare, Dallas, Texas

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*Follow Through Program*
U.S. Office of Education, Washington, D.C.
*Austin Room, Stephen F. Austin Hotel*

Presiding . . . . . . . . . . . . . . . . . . . . . . . **Ernest Garcia,** Rialto, California

Presenter . . . . . . . . . . . . . . . . . **Robert Egbert,** Director, Follow Through Program, U.S. Office of Education, Washington, D.C.

*12:00-2:00 p.m.*

**LUNCH** . . . . . . . . . . . . . . . . . . . . . . . . . . . *(no planned luncheon)*

*2:00-3:15 p.m.*

### CONCURRENT DEMONSTRATIONS

*Teacher Corps-Migrant Project*
University of Southern California, Los Angeles, California
*Crystal Ballroom, Driskill Hotel*

Presenters . . . . . . . . . . . . . . . **Patricia Cabrera,** Director, Teacher Corps-Migrant, University of Southern California, Los Angeles, California, and **William Encinas,** Coordinator of Community-Involvement, Teacher Corps-Migrant, University of Southern California, Los Angeles, California

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*Follow Through Program*
Corpus Christi, Texas
*Sun Room, Stephen F. Austin Hotel*

Presenter . . . . . . . . . . . . . . . **A. N. Vallado,** Coordinator of Special Programs, Corpus Christi ISD, Corpus Christi, Texas

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*Exemplary Programs in English as a Second Language*
ESL Demonstration Project Center, San Diego, California
*Ball Room, Stephen F. Austin Hotel*

Presenters . . . . . . . . . . . . . . . **Herb Ibarra,** Project Director, ESL Demonstration Project Center, San Diego, California, and **Phil del Campo,** Community Coordinator, ESL Demonstration Project Center, San Diego, California

*Unlimited Potential*
San Antonio, Texas
*Maximilian Room, Driskill Hotel*

Presenters . . . . . . . . . . . . . . . **Alden Robertson,** Film Consultant, Project "Y" HemisFair, San Antonio, Texas; **Jearnine Wagoner,** Director, Unlimited Potential Project, San Antonio, Texas, and **Sherry Cloughley,** Unlimited Potential Project, San Antonio, Texas

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*Project Move Ahead—Basic Education Via Radio*
Las Cruces Public Schools, Las Cruces, New Mexico
*Austin Room, Stephen F. Austin Hotel*

Presenter . . . . . . . . . . . . . . . . . . **J. K. Southard,** Director of Research and Program Development, School District 2, Las Cruces, New Mexico

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*Students as Tutors with Elementary Children*
System Development Corporation, Santa Monica, California
*Caucus Room, Driskill Hotel*

Presenter . . . . . . . . . . . . . . . **Ralph Melaragno,** Human Factors Scientist, System Development Corporation, Santa Monica, California

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*LARASA On-the-Job Training Program*
Denver, Colorado
*Colonial Room, Driskill Hotel*

Presenter . . . . . . . . . . . . . . . **Alfred A. Carrillo,** Executive Director, Latin American Research and Service Agency, OJT Project, Denver, Colorado

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*Bilingual Program for Spanish-Speaking Children in Early Childhood*
Good Samaritan Center, San Antonio, Texas
*East Room, Stephen F. Austin Hotel*

Presenters................**Ken Kramer,** Department of Psychology, Trinity University, San Antonio, Texas; **Constance Swander,** Executive Director, Good Samaritan Center, San Antonio, Texas; **Shari Nedler,** Psychologist, Good Samaritan Center, San Antonio, Texas; and **Gladys Blankenship,** Program Director, Good Samaritan Center, San Antonio, Texas

*3:15-3:45 p.m.*

**COFFEE**..................*Mezzanine, Stephen F. Austin Hotel*
*Mezzanine, Driskill Hotel*

*3:45-5:30 p.m.*

## DEMONSTRATIONS

*Follow Through Program*
Corpus Christi, Texas
*Sun Room, Stephen F. Austin Hotel*

Presenter...............**A. N. Vallado,** Coordinator of Special Programs, Corpus Christi ISD, Corpus Christi, Texas

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*Exemplary Programs in English as a Second Language*
ESL Demonstration Project Center, San Diego, California
*Ball Room, Stephen F. Austin Hotel*

Presenters...............**Herb Ibarra,** Project Director, ESL Demonstration Project Center, San Diego, California, and **Phil del Campo,** Community Coordinator, ESL Demonstration Project Center, San Diego, California

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*Project Move Ahead—Basic Education Via Radio*
Las Cruces Public Schools, Las Cruces, New Mexico
*Austin Room, Stephen F. Austin Hotel*

Presenter..................**J. K. Southard,** Director of Research and Program Development, School District 2, Las Cruces, New Mexico

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*LARASA On-the-Job Training Program*
Denver, Colorado
*Maximilian Room, Driskill Hotel*

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Presenters . . . . . . . . . . . . . . . . . **Ken Kramer,** Department of Psychology, Trinity University, San Antonio, Texas; **Constance Swander,** Executive Director, Good Samaritan Center, San Antonio, Texas; **Shari Nedler,** Psychologist, Good Samaritan Center, San Antonio, Texas; and **Gladys Blankenship,** Program Director, Good Samaritan Center, San Antonio, Texas

*7:30 p.m.*

## BANQUET . . . . . . . . . . . . . . . . . . . . . . . . . . *Colonnades I & II, Commodore Perry Hotel*

*Invocation* . . . . . . . . . . . . . . . . . . . . . . **The Reverend Barragan,** Field Director of the National Bishop's Committee for the Spanish-Speaking, San Antonio, Texas

*Presiding and Introduction of Speaker* . . . . . . . . . . . . . . **Bernard Valdez,** Advisory Committee on Mexican American Education, Denver, Colorado

*Speaker* . . . . . . . . . . . . . . . . **The Honorable Ralph W. Yarborough,** U.S. Senator, Texas

## Appendix B

# EVALUATION OF CONFERENCE

## CONDUCTED BY
## SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
## DIVISION OF RESEARCH AND EVALUATION

The evaluation of the conference was performed with the objective of determining the degree of congruence between the stated conference objectives and the results of the actual sessions. Data collection consisted of three separate instruments; these focused on direct observation of each session, a participant's evaluative reaction to each session, and general evaluative comments on the sessions and the conference.

Objectives of the conference were:

1. To review and discuss recent legislation relating to the education of the Mexican American.

2. To see and hear demonstrations of parent programs; these presentations were to include indications of effectiveness, description of environmental conditions and population characteristics of school and community, and administrative practices.

3. To identify institutions presently concentrated on education of the Mexican American and to determine the means each is using to approach the task.

4. To identify areas of critical need in order to get direction to plan programs to meet immediate aims, moving toward accomplishment of long-range objectives.

A broad institutional representation was observed; specifically, school teachers and administrators reflected the higher proportions, while university staff, state educational agencies, regional laboratories, and community agencies also were noticeably represented.

Good or excellent ratings on "quality of presentation" were given 89 percent of the sessions.

Both a question/answer and discussion periods were allowed at 45 percent of the sessions.

Eighty-seven percent of the respondent sample reacted favorably to the conference; twenty-nine percent singled out the planning, organizational, and scheduling aspects of the conference. Fifty-eight percent singled out the informational, definitional, and operational elements of the programs presented. In summary, there emerged a favorable response to a conference national in scope and to the broad institutional commitment intent on improving the educational opportunities for the Mexican American.

Attendance by participants varied from three to eight sessions for the entire conference. This, however, does not include the opening session, the luncheon, the banquet, and the initial introductory sessions which were then divided into discussion groups for each of the three introductory sessions. Five was the average number of sessions attended by participants. Maximum number of sessions that could be attended by a participant during the two day session was six. Average participants per session was 58. In 48 sessions observed, 12 had standing room only for anywhere from 6 to 28 participants.

In focusing on the program itself or the legislation centering on the program and not on the presentation, the respondents were asked if the operational project, legislation, etc seemed effective in implementation. Ninety percent responded affirmatively.

To the extent that participants' evaluation, particularly in categories such as program effectiveness, content and informational value were significantly positive (58 percent), leads to the conclusion that the immediate objectives of the conference were fulfilled.

The primary complaint of participants was the lack of time to attend more sessions.